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ABSTRACT

The annual report presents activities for the 1976-77 school year, the thirtieth year that the Johnson O'Malley Act (JOM) has provided impetus for the Wisconsin Department of Public Instruction (DPI) as a subcontractor to provide supplementary services necessary to carry out educational programs afforded Indian children in public schools. Part I provides historical background on the six tribes (Chippewa, Winnebago, Potawatomi, Oneida, Stockbridge-Munsee, and Menominee) served by DPI, along with a historical summary of the JOM Program in Wisconsin. The complete text of the State's plan for financial assistance under JOM emphasizes each program and/or project be developed with the student in mind in an attempt to meet special educational needs of each Indian child. Part II includes general statistical information on program budget, student enrollment by grade and school, and division of expenses for each school district. A narrative part summarizes goals, objectives, and anticipated developments of workshops conducted and conferences attended by JOM personnel and outlines functions of the Council on Indian Education to DPI. Part III summarizes by reservation six special program efforts (home-school coordinator, teacher aides, tutoring, special transportation, parental costs, study centers, and cultural enrichment) conducted in each school district. (ERB)

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THIRTIETH ANNUAL REPORT
OF
AMERICAN INDIAN EDUCATION IN WISCONSIN
UNDER STATE CONTRACT WITH
THE
FEDERAL BUREAU OF INDIAN AFFAIRS

BY

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Cover: Simon Kahquados, 1851-1930, chief of the Potawatomi, worked for many years as a timber cruiser in the lumber camps. He was the last descendant of a line of chiefs who ruled over Door County Peninsula. (Photograph courtesy State Historical Society of Wisconsin)

Bulletin No. 9269

TABLE OF CONTENTS

Cover Page - Indian Elder---------- i

Title Page---------- ii

A Proclamation---------- iii

Introduction---------- iv

Preface---------- v

I. History

A. Indian Tribes in Wisconsin---------- 1

B. A History of Indian Education---------- 14

C. Wisconsin State Plan---------- 16

II. Statistical Information

A. Financial Data

1. Annual Financial Report---------- 35

2. Equalized Distribution---------- 36

3. JOM Programs by School District---------- 37

4. Indian Enrollment and Grade Placement---------- 41

III. Narrative on Indian Education in Wisconsin

Introductory Remarks---------- 43

A. State Level

1. Mission of the Wisconsin Department of Public Instruction---------- 46

2. Indian Education Section---------- 46

3. Indian Education Supervisor/Administrator---------- 48

4. Council on Indian Education---------- 53

5. JOM State Advisory Committee---------- 54

6. State Committee on Indian Education---------- 55

7. Regional Conferences on Indian Education---------- 59

8. School Board Development Workshop---------- 63

9. Wisconsin Indian Curriculum Programs---------- 68

10. Native American Awareness Conference---------- 73

11. School District and Tribal Groups---------- 77

B. LEA/Reservation Level

1. JOM Program Components---------- 78

2. LEA Project Reports---------- 89

IV. Other Educational Programs of Indian Students

A. Other Special Programs Serving Indian Students in Wisconsin---------- 105

1. Wisconsin Native American Awareness Series---------- 105

2, Native American Bilingual/Bicultural Education Program---------- 107

3. Title I Program---------- 113

4. Title IV, Part A (P.L. 92-318) Indian Education Act of 1972---------- 114

5. Needed Legislation---------- 117

UNITED STATES OF AMERICA

The State of Wisconsin

EXECUTIVE DEPARTMENT

A PROCLAMATION

WHEREAS, it is just and proper that time be set aside for American citizens to recognize and honor the original inhabitants of this land; and

WHEREAS, we need to take this time to recognize the American Indian and their contributions for the betterment of our future generations; and

WHEREAS, Indian achievements and traditions form a distinctive and important part of the history of this state; and

WHEREAS, we plead for mutual understanding with the American Indian population of the State of Wisconsin; and

WHEREAS, we need to provide equality through Brotherly Love for all mankind.

NOW, THEREFORE, I, PATRICK J. LUCEY, Governor of the State of Wisconsin, do hereby proclaim April 16-22 1978 as

AMERICAN INDIAN WEEK

and I urge all Wisconsinites to appropriately observe the historic and significant period reserved to commemorate the contributions these first Americans have made, are making and will continue to make for the enrichment of the quality of life for all mankind.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison, this twentieth day of April in the year of our Lord one thousand nine hundred and seventy-three.

Patrick J. Lucey
PATRICK J. LUCEY
GOVERNOR

By the Governor:

Secretary of State

BEST COPY AVAILABLE

INTRODUCTION

As this school year 1977-78 draws to a close, it is with a deep feeling of appreciation and pride that the Johnson-O'Malley Program has been a part of not only this Department but of those select LEAs wherein federal land existed under the jurisdiction of the Bureau of Indian Affairs. From 1946 through to 1978 the Johnson-O'Malley Act has provided an impetus for this Department as a subcontractor to provide supplementary services necessary to carry out the educational program afforded Indian children in public schools.

The range of educational services has been many and varied to working with just about all facets of the school's program. Some of these services have been in the areas of truancy, attendance, academic reinforcement, motivational, social, psychological, a greater participation in extra-curricular activities of the school and in developing a pride for the American Indian by providing for teaching of some Indian languages and study of history and culture. This report reflects the dedication and willingness on the part of those DPI staff to carry out the policy of this Department - that of providing equal education for all pupils in Wisconsin's Public Schools.

Special recognition is to be given to the Minneapolis Area Office of the Bureau of Indian Affairs for their support and constant regard for seeing that Indian children were being served to their utmost with the use of Johnson-O'Malley funds. Also, those select LEAs who subcontracted the Johnson-O'Malley funds from this Department and to their respective Indian Education Committee, this Department will always be grateful.

Barbara Thompson

Barbara Thompson
State Superintendent

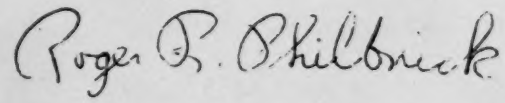
PREFACE

Within this thirtieth annual report, the Johnson-O'Malley (JOM) program activities in Wisconsin are presented for the 1976-77 school year. Upon resolution from four tribal councils, the Johnson-O'Malley contract was retained by the Department of Public Instruction (DPI) in their behalf. The operational planning and implementation of programs for Indian children in thirteen school districts demanded leadership and stewardship responsibilities. These responsibilities necessitated the Department to require cooperative agreements between local public school district representatives and local Indian Education Committees on all project proposals as it had in previous years. In addition, the DPI maintained a statewide JOM Committee (The State Superintendent's Advisory Committee on Indian Education) which was selected by participating tribal councils and local school districts and confirmed by the State Superintendent. In cooperation with the DPI staff, the JOM Committee screened and approved all projects that were submitted to the Department. This committee also assigned priorities to the disbursement of JOM funds used in the statewide special projects.

The involvement of American Indian adults and children and public school district representatives in all facets of the JOM program is demonstrated in this report. The development of better understanding and concern for equalizing educational opportunities for Indian students was further afforded by a series of regional meetings, which included school board members, school administrators, tribal council members, and Indian Education Committee members.

This Department will continue to assist those Indian people and Indian organizations who desire improved education for their children in the public schools of Wisconsin. These endeavors will be directed toward the legislative and executive branches of state government, public and private agencies and other organizations. While these activities are intended to benefit Indian students, there is also an intent to make other students more aware of Indian cultures and the significant contributions of the American Indian in our society.

The Johnson-O'Malley Program has brought concerned people, both Indian and nonIndian, to working together to elevate the dignity and value of Indian students. For us in the Department of Public Instruction, it has been a privilege and an honor to administer the Johnson-O'Malley Program for those participating tribes. In assuming responsibility for Indian Education in public schools in Wisconsin, we will continue to support the wishes of tribal councils, local Indian Education Committees and local school districts in improving and upgrading the quality of education for American Indian pupils.



Roger R. Philbrick
Administrator/Supervisor
Johnson-O'Malley Program

PART ONE

* WISCONSIN NATIVE AMERICAN TRIBES

History

No booklet of this nature would be of value unless we find out who Native Americans are and where they come from. In Wisconsin, they may be Chippewa, Oneida, Winnebago, Menominee, Stockbridge-Munsee or Potawatomi. They might reside on a reservation, in rural areas, or urban ghettoes of the state. They may have college degrees, high school diplomas, be drop-outs, or may never have attended an educational institution. They are original inhabitants of the state; or new-comers who, for reasons of nature or man-created situations, drifted into the state; or for governmental reasons, were removed from their ancestral homelands and planted in the midst of people totally foreign to them.

White man's history in Wisconsin barely covers three centuries, while the record of Native Americans goes back thousands of years. Prehistoric inhabitants left no written history, but their burial grounds have revealed five distinct groups: the copper industry, the woodland, the Hopewell, the upper Mississippi, and the middle Mississippi. Of these, the Woodland group has persisted longest and is most nearly a native Wisconsin development. These Native Americans probably came into Wisconsin from Canada.

The Chippewa (Ojibway)

The Chippewa or Ojibway, were one of the largest Indian nations north of Mexico, and controlled lands extending along both shores of Lakes Huron and Superior and westward into North Dakota eventually to reach as far as Montana. Drifting through their native forests, never settling on prized farmlands, the Chippewa's interest seldom conflicted with those of white settlers. They maintained friendly relations with the French and later with the British before the settling of the upper parts of the old Northwest Territory.

The Chippewa have been officially at peace with the United States government since 1815, signing additional cession treaties with the federal government in 1837, 1842 and in 1854. Since the signing of the Treaty of La Pointe in 1854, the Lake Superior Band of Chippewa and their cousins, the St. Croix and Sakaogon Bands, have resided

* The publication of Facts About Wisconsin Indians was made possible by The Johnson Foundation, Racine, Wisconsin.

Economically, Indians are making strides to lift their reserves from poverty to prosperity by using today's technology to deal and live with their environment as a compatible part of their cultural makeup. Given continued support they will, in the long run, be able to overcome the poverty conditions of reservations, urban areas, and rural communities where they live.

in northern Wisconsin on six reservations: Bad River, Red Cliff, Lac du Flambeau, Lac Courte Oreilles, St. Croix and Sakaogon (Mole Lake). Their land areas have greatly been reduced either through land cession, leases, Bureau of Indian Affairs sales, and lately, national parks. Through this land reduction many mineral, lumbering, and other economic stability products have vanished from Native American control. Most of the economy is now dependent on the wild rice harvest.

Bad River

The Bad River Indian Reservation is located on the south shore of Lake Superior and is accessible by U.S. Highway Two or Wisconsin Highway 13. It is situated in Ashland and Iron Counties. Bad River is the largest of the Chippewa Reservations. It was established by the Treaty of La Pointe in 1854. Bad River originally consisted of 124,234 acres including 196 acres on the northeastern tip of Madeline Island. Of this 124,234 acre land base, losses occurred through land sales to non-Indians and created what is commonly referred to as a checkerboard system. Through land sales the acreage of Bad River has dwindled to 54,912 acres of which,

8,325 acres are tribally owned
33,477 acres are allotted lands
13,110 acres are government owned

Tribal headquarters are located in the village of Odanah, Town of Sanborn, County of Ashland. The present day population consists of about 550. The tribe presently operates under the 1935 Indian Reorganization Act. The tribe elects a chairman, vice-chairman, secretary and treasurer. They meet monthly unless additional meetings are called. Elections for the tribal council are held every two years.

Economically, Bad River has no steady employment. Most tribal members of Bad River make a sub-standard living through pulp cutting, hunting, trapping and the gathering of wild rice from the KaKagon Slough areas. A few tribal members hire themselves out as guides during the summer months. Recently within the past decade the tribe has developed a series of rice paddies with the hope of becoming commercial with the wild rice. Other than this tribal enterprise, most people have to seek employment in the city of Ashland or surrounding areas. Failure to find employment in these areas prompts many residents to seek it in larger metropolitan areas. One

note of interest concerning Indian economic development is the Tool and Die Industry started by a member of the Bad River tribe in Ashland. This individual learned his trade in the city of Milwaukee. He is presently employing about ten of his fellow tribesmen as either apprentice or journeyman. He was honored this past spring as Small Business Administrations' Businessman of the Year.

Red Cliff

Northwest of Bad River is its sister reserve of Red Cliff. Red Cliff is located on the northern tip of Bayfield County adjacent to the Apostle Islands. It is accessible by Wisconsin Highway 13. Red Cliff was created by the Treaty of La Pointe in 1854. The reservation consists of 7,321 acres of which,

5,122 acres are tribally owned
2,145 acres are allotted lands

Like other reserves, Red Cliff has experienced a checkerboard pattern through land sales. The population of Red Cliff is 435.

Economically the Red Cliff Chippewas make their livelihood in seasonal occupations, or by seeking employment in the cities of Washburn, Bayfield, or Ashland. Most of the seasonal work consists of berry, bean, potato and apple picking. The months of January through March are the most severe for employment opportunities. Red Cliff does have recreational possibilities. It has developed a campsite on the reserve, and if the tribe should reconsider and vote favorably, Red Cliff can join the Apostle Islands National Lakeshore Park. It is sad to note that one of the biggest employers for Native Americans in this area, Du Pont, has vacated its plant which was located in the village of Barksdale, 21 miles south of Red Cliff on Highway 13.

Lac Courte Oreilles

Located in the Indianhead Country and created by the La Pointe Treaty is the reserve of Lac Courte Oreilles. Originally allocated 70,000 acres, the land base has since dwindled to 43,719 acres of which,

3,945 acres are tribally owned
26,584 acres are allotted lands
13,190 acres are government owned

Non-Indians through direct purchase or through the Bureau have gained control of most of the lake frontage property. Unlike its sister reserves of Bad River and Red Cliff, Lac Courte Oreilles had its reserve retaken by the government in 1860. This reserve was not returned to the Chippewa until the government reallotted 69,136 acres to the Lac Courte Oreilles Chippewa in 1873. Presently Lac Courte Oreilles is involved in attempts to recapture lands taken for use by the Northern State Power Company on the Chippewa Flowage.

Economically, Lac Courte Oreilles is somewhat better off than other reserves with the exception of Oneida and Menominee. Tribal members can secure employment on or off the reservation. The tribe has developed a tribally owned cranberry farm. Employment can also be secured in Hayward. Chippewas on Lac Courte Oreilles can seek employment in the cranberry farm either as harvesters or processors. Some tribal members, like their counterparts on Bad River, supplement their income through the harvesting and selling of wild rice. Employment peaks during the summer months with the influx of tourists. Many employable Native Americans can secure jobs in the various resorts found in the Indianhead Country. Some tribal members work in the Indian Museum located in Hayward. Year round employment can be secured either in the forest products industry or the Walter Brothers Lumber Manufacturing Company, which leases tribal owned buildings for its operation.

Lac du Flambeau

Another signer of the Treaty of 1854, Lac du Flambeau originally consisted of 70,000 acres. The reservation is located in northeastern Wisconsin and is accessible either by Highway 47 or 51. Today the reservation consists of a land base of 29,800 acres of which,

16,700 acres are tribally owned
13,100 acres are allotted lands

29,123 acres has been alienated through non-Indian ownership. Approximately two percent of tribal owned lakefrontage has been leased for income purposes. Lac du Flambeau translated means "Lake of the Flames." This French name came about because of the use of torchlight by the natives during spear fishing ventures. The Chippewa name for the locality is 'Waus-Waug-Im Ing" which means Lake of Torches.

Economically, two-thirds of the annual tribal income of $44,200 is obtained through business leases. The remaining third is income from forestry and gravel. The tribe has organized a number of committees to plan and promote development of tribal resources. Employment can be found during the summer months as guides or in harvesting crops. The major reservation employer is the Simpson Electric Company.

Sakaogon (Mole Lake)

Mole Lake or Sakaogon Reserve is the smallest reserve in the state. It is located in Forest County approximately eight miles southwest of Crandon. Originally a signer of the 1854 Treaty, the Sakaogon were overlooked in allocation of reservation areas. The Sakaogon were originally promised 12 square miles of land for their reserve. It was not until 1937 that the government purchased 1,694 acres, which are totally tribally owned.

Economically, residents of the reserve make a living through the wild rice harvest or by engaging in handicrafts. Some member residents engage in woodwork either on a full or part-time basis. Some full-time employment can be secured in the Conners Lumber Company in Laona. Other than these avenues of employment, the Sakaogon area lacks any good opportunity for employment of its members who desire it.

St. Croix

The St. Croix Chippewa Indian Reservation came into existence in 1938 when land was purchased for the tribe under the Indian Reorganization Act of 1934. The reservation itself is scattered in various settlements throughout Polk and Burnett Counties. The land base is strictly tribally owned. Among its sister Chippewa reserves, the St. Croix are known as the "Lost Tribe of Chippewas" because they did not take part in the Treaty of 1854. Consequently the tribe did not receive a reservation. Thus as a landless tribe, it was forced into the miserable existence of squatters on land no one wanted.

Economically the St. Croix Chippewa depend on seasonal employment, either in forestry or resort work. The wild rice harvest serves as a staple cash income. Some members engage in beadwork and other handicrafts. Other than these areas, employment on a full-time basis is almost nil. To seek adequate employment, members of the St. Croix tribe would have to commute sixty to a hundred miles, either to Eau Claire, Duluth or the Twin Cities.

The Winnebago

The second indigenous tribe in the state, the Winnebago, presently reside in scattered communities throughout the central and southern portions of the state. Unlike the two other indigenous tribes of the state, the Winnebago speak a Siouan dialect. Culturally, they are about the only tribe in the state that has kept alive its culture and language. Today it has more bi-linguals than any other tribe in the state.

The Winnebago, like all tribes in history were to have vanished from the face of the earth. Their ranks cut by disease and war, the Native Americans hadn't much time to last on the face of the earth. Dr. Lurie states on this subject:

> "If non-Indian people are inclined to be distressed and perhaps even critical of the Winnebago people in terms of their way of life at present, I submit that the wonder is that the Winnebago have survived at all, and survived over a century of intense adversity and have maintained their integrity as a people and pride in themselves. Where they have not been able to progress in a material fashion to the extent they would like, it has been largely due to the indifference and even outright exploitation on the part of the larger and more powerful society."

The European first heard of the Winnebago during the French exploration of Eastern Canada. It was thought that these people were an eastern fringe of Chinese and by making contact with them the European could discover the western passage to China. Nicolet sent out by de Champlain discovered the Winnebago in the vicinity of Green Bay and the lake that bears their name. The Winnebago held land is in central and western Wisconsin. It is these holdings that were to bring the Winnebago into conflict with the dominant society.

The first treaty signed by the Winnebago people occurred in 1822, when along with the Menominee they relinquished some eastern lands to the incoming displaced New York tribes. Further cessions occurred in 1827, 1829, 1832, and 1837. The Winnebago treaty of 1837 is of unique interest, for unlike previous land cessions, this treaty was not signed by Bear clan members but by representatives who had no authority to cede the last remaining Winnebago holdings in the state. This treaty was later repudiated by the tribe when they realized what had happened. The tribe was to move

The Potawatomi

An indigenous tribe to the state, the Potawatomi can be found throughout the Midwest area. Prior to the coming of the white man and the introduction of treaty making, the Potawatomi controlled land along the shores of Lake Michigan.

Treaty cessions for the Potawatomi began in 1829 when the tribe relinquished claim to the southwestern portion of Wisconsin. This treaty was negotiated in lieu of the 1804 treaty with the Sac and Fox. Final demise of the Potawatomi came in 1833 with the negotiation of the Treaty of Chicago. The tribe through this treaty relinquished its last claims to land in Wisconsin. Compensation for land ceded was arranged when the government negotiated with the Osage and Kansas tribes for lands west of the Mississippi, which were given by the government to the Potawatomi as a reserve for land lost in Wisconsin. When it came time for the Potawatomi to relocate to its reservation in Kansas, a small minority refused to leave the state and fled into northern Wisconsin.

By the 1900's the major Potawatomi community existed in Forest County. There is a smaller community located in Wood County, which has organized into the Wisconsin Band of Kansas Potawatomi. For years they led a poverty stricken existence, picking wild berries, selling maple sugar and occasionally working as lumberjacks. Their last hereditary chief, Simon Kahquadas, made valiant efforts to help his people but his proposals were ignored by the Bureau. The Forest County Potawatomi did not receive tribal land until 1913. By an Act of Congress the government purchased 14,439 acres of which,

11,267 acres are tribally owned
400 acres are allotted lands

The Potawatomi have also experienced the checkerboard pattern in their reserve like that of the Chippewa. Like the St. Croix Chippewa and Winnebago, the Forest County Potawatomi reservation is made up of scattered holdings. Culturally, the Potawatomi have been able to keep their native tongue and practice some of their tribal rituals. The tribe today advocates only Indian marriage and adoption.

Economically, timber products represent the largest natural resource of the tribe. A forest management plan permits the Potawatomi to cut 5,000 cords of timber annually. Aside from the timber, the Potawatomi supplement their income through working seasonal harvest crop products. Full-time employment can be secured in either Laona or Crandon. Construction of roads on the reserve have opened lake frontage for possible recreational development.

to Iowa, later to Minnesota, South Dakota and finally Nebraska. With each successive move, Winnebagos escaped back to Wisconsin. Finally in 1875 the Winnebago who were in the state were allowed to stay and not forced back to Nebraska. The Wisconsin Winnebago were not officially recognized as a tribe until 1963. The reservation consists of 3,835.62 acres of restricted fee allotment. An additional 290 acres are held by the government in trust for the tribe. The land base is scattered among ten counties.

Economically, the Winnebago has no tribal economy. Employment of any kind can be found in areas around their settlements. Many of the tribe participate in the Dells ceremonial during the summer. Working the cranberry marshes in Door County also provides some temporary employment. Recently efforts have been made in the field of tribal enterprise with the opening of a craft industry.

The Oneida

The Wisconsin Oneida are descendants of the New York Oneida, a member tribe of the League of the Iroquois. The Oneida were second to the east, the Mohawk being Keepers of the Eastern Gate, and the Onondaga, immediately to the west, being Keepers of the Council Fire. The League reached the apogee of its power around 1700. The influx of Europeans, Iroquois involvement in the resulting struggles for power, and the Revolutionary War contributed to the decline of the League. Most member tribes sided with the British during the War with the colonies; however, the Oneida remained neutral until forced to join the Tuscarora on the side of the colonies. Following the establishment of the United States, Governor Clinton of New York took the initiative to settle New York's claims with the Indian tribes. The Oneida sold most of their land and decided to move west. By 1846 most of the New York land had been sold with the assistance of Eleazer Williams, an Episcopal priest. The Indians negotiated between 1821 and 1838 to obtain a western empire. An 1838 treaty with the Menominee and Winnebago established a reservation in Wisconsin, most of which was lost through allotments.

The reservation was established by treaty in 1838 to include 65,730 acres. By 1930, only 1,000 acres were left to the tribe. Most of the land was affected by the 1887 Dawes Act, which eventually resulted in non-Indian ownership of a greater portion of the land. A series of land purchases begun

in 1934 brought the reservation to its present acreage of 2,574 of which,

2,109 acres are tribally owned
466 acres are allotted lands

Because of Oneida's near location to such cities as Green Bay, DePere, and Appleton, full-time employment is more easily secured than on other reservations in the state. The tribe at present is working on further developing its industrial park.

The Stockbridge-Munsee

Southwest of Menominee County in northern Shawano County is the Stockbridge-Munsee Reservation. Like the Chippewa, Potawatomi and Menominee, the Stockbridge-Munsee are of an Algonkian Linguistic background, but unlike the others they have long been entirely English speaking. Relatives of the Mahegans and Pequots, the Stockbridge-Munsee came from Massachusetts. Pressure from the Europeans forced the Stockbridge constantly to move westward. In 1785 they moved from their original land to land purchased from the Oneida in New York. Following the Revolutionary War and the subsequent negotiations with eastern tribes, the Stockbridge moved to Indiana where they joined with the Munsee, a part of the Delaware Nation. With the constant pressure of white settlers moving west, the combined Stockbridge-Munsee people were forced to move from Indiana even before they were able to settle lands purchased for them prior to their departure from New York. In lieu of this third move, the federal government began negotiations with the Menominee and Winnebago in 1822 for land in Eastern Wisconsin. Upon successful completion of these negotiations, the Stockbridge-Munsee moved into the vicinity of Green Bay only to vacate that land for newer pastures when it became desirable property for white expansion. In 1831 the tribe moved to the eastern shore of Lake Winnebago, only to cede this land in 1839 and 1848. The federal government again had to negotiate with the Menominee for land for the Stockbridge, resulting in 1856 with 50,000 acres of former Menominee lands being purchased. The land base of the tribe eventually started to slip out of tribal control. The Dawes Act of 1887 and the sale of valuable pine lands of the reservation by Congress without notice to the tribe greatly reduced the land base until by 1930 the tribe had only about 1,000 acres left. The government again purchased additional lands for the tribe. Today it totals 15,327 acres of which,

2,250 acres are tribally owned
13,077 acres are government owned

Recently the tribe regained submarginal lands held by the Department of Agriculture.

The Stockbridge-Munsee reservation has resources for economic development, but that potential has not been tapped. Tribal members can secure employment in cities around the reservation. A few industries have been established on the reserve, providing some tribal employment.

The Menominee

Even though in the eyes of the federal government the Menominee are not classified as Native Americans, no written material dealing with Wisconsin Indians would be of sufficient value without mentioning the Menominee. History can only judge whether the "Watkins Termination Policy" was the right thing to do in terms of the government "getting out of the Indian business."

Today, when one mentions Wisconsin Indians, most people will at least have a fleeting recollection of the Menominee Indians, and their struggle to regain their identity as Indians, and to restore their lands to a trust status. A peaceful tribe, the Menominee always moved over to allow various other tribes to share lands in Wisconsin. They had been at peace with their neighbors the Siouan speaking Winnebago and the Algonkian speaking tribes to the north long before the coming of the white man. The tribe attempted to stay at peace with the white man by trading and, in some instances, inter-marrying. 1822 saw the beginning of the end for the Menominee, as they ceded the first of many land cessions to the government. Finally after viewing land in Minnesota, the Menominee under their gallant leader, Chief Oshkosh, rejected removal from Wisconsin. In 1854 the Menominee negotiated for 275,000 acres of land situated in their former vast holdings. They later were to give up 40,000 acres to the government for use by the Stockbridge-Munsee. This left 235,000 acres for tribal use.

1887 saw the introduction and passage of the Dawes Act and with it the break up of many reservations. Deciding against allotment, the Menominee kept the reservation as a tribal entity. This move saved Menominee land and its potential valuable virgin timber from the acquisition by the lumber barons. Realizing the potential it had in the lumber business, the Menominee began to develop their lumber industry. Through the lumber industry and its profits the Menominee became a self sustaining tribe, the envy of other state tribes. Trouble developed for the tribe when the Menominee

brought suit against the government for Bureau of Indian Affairs land mismanagement. The judgment went in favor of the Menominee, bringing about eventual termination. Actual termination didn't come until 1961, but in 1952 with the passage of the per-capita appropriations bills, Senator Watkins attached an amendment to the bill requiring the Menominee to agree to the termination of federal trusteeship before the tribe could receive their per-capita payments. The results of termination are common knowledge to everyone today. To tell the whole story of the Menominee would require a separate publication in itself. There is a publication called Freedom With Reservation which is available at many of the major bookstores in the state. This book very eloquently describes the "plight" of the Menominee for those who wish to inform themselves fully on this important national Indian issue.

The Urban Indian

The term "Urban Indian" is somewhat of a misnomer, and is partly a non-Indian term to define those Indians who have migrated from the trust land of the reservation to live in cities in the state. The Bureau of Indian Affairs (BIA) segregates different classes of tribal Indians by delivering services only to those who continue to live "on or near" the reservation areas of their tribes. Prohibited from managing their own tribal affairs, lacking economic opportunity on the reservations, dependent on religious and governmental institutions for subsistence, Indians have been trickling into the cities of Wisconsin and elsewhere since the turn of the century. This was heightened by two world wars when Indian veterans began to realize that reservations received little of the benefits of the U.S. growing prosperity.

In the mid 1950's the Bureau of Indian Affairs actively undertook a program of relocation in hope that the Indians transplanted to urban areas would become assimilated job holders and permanently reduce the reservation population for which the Bureau of Indian Affairs feels responsible. Until recent years there seemed to be a tacit acceptance by the Bureau of Indian Affairs, and Indians on reservations, that "urban Indians" were successful. In reality, urban life has been even more disastrous for Indians than for blacks and Latin Americans. Many Indians, facing another dead end in the cities and without the tribal ties of the reservations, have turned to alcohol, compounding their problem.

Close to half the Indians in Wisconsin do not live on the ten federally recognized land bases of the state. Of this group, a large number reside in Menominee County, sizable Indian communities are in Superior, Green Bay, and the largest number is in Milwaukee County. The 1970 census data placed the Indian population of Milwaukee County at 3,717, but a recent survey done by the American Indian Information and Action Group, Inc. places it at closer to 6,000.

Most Indians in Wisconsin cities consider their real homes to be the reservations from which they came. This is true of Indians who have spent many years working in cities, although there are a great many Indians living in Milwaukee who regularly return to their reservation homes during the summer when jobs are more plentiful.

No federal agency has a responsibility to meet the special needs of urban Indians, but such organizations as the Superior Indian Organization and the Indian Urban Affairs Council in Milwaukee have organized to be able to take advantage of federal poverty programs such as Health, Education and Welfare (HEW) and Office of Economic Opportunity (OEO), and church and foundation help. A list of the other urban Indian organizations can be found in the appendix.

Differing in method and often in outlook from Indian urban services programs have been the urban chapters of the American Indian Movement (AIM). Besides the Milwaukee AIM chapter, there is an AIM chapter in Menominee County, Green Bay and on several of the Wisconsin reservations. AIM opposes the artificial split that federal policies have created between urban and reservation groups and stresses the common tribal backgrounds of both. Although AIM started in the urban area of Minneapolis, it is one of a growing number of Indian groups consciously trying to overcome the false assumption of federal policy-makers that urban and reservation Indians comprise two distinct groups.

The term "urban Indians" is mainly a geographic designation for Indians who live in cities. In checking out reservation leaders in Wisconsin, many were considered to be "urban Indians" at some point in their lives. Although naturally creating some conflict within the state Indian community, the question concerning the legal status of a tribal member when he leaves his reservation home appears to be coming to a head in the growing controversy over whether the Bureau of Indian Affairs can deny services to "urban Indians."

A BRIEF HISTORICAL SUMMARY OF THE JOHNSON-O'MALLEY PROGRAM IN WISCONSIN

Prior to July 1947, the Bureau of Indian Affairs operated elementary schools for Indian children living on Reservations and paid tuition charges for these students when they enrolled in a high school of their choice. In July 1947 the Department of Public Instruction negotiated a contract with the Bureau of Indian Affairs in which the Department of Public Instruction agreed to accept the responsibility for the administration and supervision of Indian education in the public elementary and secondary schools of Wisconsin. All Indian lands, under the jurisdiction of the Bureau of Indian Affairs became part of a local school district and the Indian families became legal residents of the districts. Because of the non-taxable status of the Indian land the Bureau of Indian Affairs agreed to provide the state with federal funds sufficient to cover the local cost of education for the Indian children. Local eligible school districts are reimbursed as an aid in lieu of property taxes for the educational services provided for children of one-fourth or more Indian blood whose parents reside on federal non- taxable land, and who are enrolled in the schools of the district.

Many of the Indian children were placed in small rural elementary schools which offered limited educational programs for Indian pupils; however, Wisconsin's program of reorganization of school districts has made it possible, not only to eliminate the small ineffective school district, but also to reduce to a minimum the practice of segregating Indian children into schools and classrooms.

Larger school districts, improved and expanded curricular participation in co-curricular activities and enforcement of compulsory school

attendance laws have helped alleviate the problems of school absence, truancy and dropouts. A closer contact with the K-12 districts have prompted more Indian students to remain in school beyond the age of compulsory attendance. The K-12 districts can create a school environment capable of developing flexible programs that improve educational opportunities for the Indian children.

Special services programs for Indians were introduced in 1964-65 with the employment of an additional counselor at Lakeland Union High School, to provide a broader range of counseling services and direct contacts with parents. This program was successful in coordinating the efforts of the student, school and Indian community and greatly improving channels of communication. Other school districts, local Indian Tribal Councils and concerned parents have recognized the potential benifits of employing Home-School Coordinators. During the past year 12 school districts under JOM have employed 9 Home-School Coordinators. Services provided by the coordinators include counseling with Indian youth in an effort to keep them in school and participating effectively in all school activities, become personally acquainted with all Indian parents through home visitations and to help establish better communitcation between the school and the parents, work with other community agencies and organizations regarding Indian activities and concerns, coordinate development and implementation of special services programs for Indian pupils.

Special programs funded by the Indian education fund, Johnson-O'Malley program include teacher aides, tutoring programs, summer school programs, evening study centers, special transportation for participation in school activities, tours, remedial reading, summer workshops for teachers of Indian children, and for administrators.

THE WISCONSIN STATE PLAN
FOR
FINANCIAL ASSISTANCE
UNDER
THE JOHNSON-O'MALLEY ACT

STATEMENT OF PHILOSOPHY AND GOALS

Indian children and youth should receive an education in full recognition of their individual differences and special education needs because of (1) their status as Indians, (2) the socio-economic status of their parents, and (3) cultural or language differences. It is the goal of the Indian community affected to give every eligible Indian child the fullest opportunity to pursue and achieve educational excellence for the benefit of each child and the community.

The educational objectives are outlined on each separate program which has the approval of the local Indian Education Committee and has been made a part of this plan. Each program(s) and/or project(s) has been developed with the student in mind in an attempt to meet the special educational needs of each Indian child.

THE WISCONSIN STATE PLAN FOR FINANCIAL ASSISTANCE

UNDER THE JOHNSON-O'MALLEY ACT

I. AUTHORITY AND PURPOSE:

This plan is a guide for the administration of funds received from the Bureau of Indian Affairs to assist the public schools and tribal governing body(s) in the education of Indian children. This plan meets the requirements of Public Law 93-638 and sets forth the policies and procedures for the administration of funds received by the Wisconsin Department of Public Instruction from the Bureau of Indian Affairs under the authority of the Act of April 16, 1934; as amended June 4, 1936, and as further amended January 4, 1975 (Public Law 93-638). Any contracts awarded under this authority shall be for the purpose of financially assisting those efforts designed to meet the specialized and unique educational needs of eligible Indian students. Such efforts will include programs supplemental to the regular school program.

II. POLICY:

A. Indian students age three years through grade 12, who are one-fourth (1/4) or more degree Indian blood and are recognized by the Secretary of the Interior as being eligible for Bureau of Indian Affairs services are eligible to participate in programs funded under this contract. (Indian students enrolled in Bureau or sectarian-operated schools are not eligible for benefits provided under this plan).

Priority will be given to contracts which (1) would serve Indian students who live on or near a reservation and (2) where a majority of the Indian students to be served by such contracts are members of the tribe or the near reservation.

B. Johnson-O'Malley contract funds shall supplement and not supplant, other Federal, State, and/or local funds. The use of these contract funds shall not result in a decrease in State, local, and/or Federal funds which would be available for Indian students if there were no funds available under this program. Contracts with State education agencies, tribes, and/or school districts receiving funds under this contract shall provide educational opportunities to all Indian children within the applicable school district(s). These opportunities shall be on the same terms and under the same conditions that apply to all other students, provided that it will not affect the rights of eligible Indian children to receive benefits from the supplemental programs for which funds are sought under this contract. School districts receiving funds under this contract must insure that Indian children receive all aid(s) from the State and other proper sources, other than this contract which other schools in the district and other school districts similarly situated in the State are entitled to receive. In no instance shall there be discrimination by the State or subdivision thereof against Indians or in the support of schools enrolling Indians.

III. SCOPE:

A. The Wisconsin Department of Public Instruction agrees:

1. To comply in full with the requirements concerning meaningful participation by the Indian Education Committee;
2. To make provisions whereby educational facilities receiving funds under this plan shall be open to visits and consultations by the Indian Education Committee, tribal representatives, Indian parents in the community, and by duly authorized representatives of the Federal and State governments:

a. In those states where Public Law 83-280 does not confer civil jurisdiction, State employees may be permitted to enter upon tribal lands to inspect public schools and enforce State compulsory school attendance laws, if the duly constituted governing body of the tribe adopts a resolution of consent for such purpose;

3. To provide financial assistance under this contract for educational projects/programs for all eligible Indian children in accordance with this plan and approved by the Indian Education Committee and within the limitations of funding for each program provided by this contract. All programs conducted under this contract shall require approval of the appropriate Indian Education Committee. Changes in such programs after the contract is in effect must have prior written approval of the Indian Education Committee;
4. All monies provided under this contract shall be expended only for the benefit of eligible Indian students. De minimus participation of non-eligible students shall be defined and must be approved by the Indian Education Committee;
5. All funds for operational support shall be used to meet established State educational standards or State-wide requirements under criteria delineated in Part 100.2.c of this plan. In no instance shall any funds provided under this contract be used for capital outlay or debt retirement expenses;
6. To give preference in and opportunities for employment and training to Indians, to the greatest extent possible. The same shall hold true for requirements of subcontractors; and
7. To give preference in the award of subcontracts to individual Indians, Indian organizations and Indian-owned economic enterprises.

IV. PROGRAMS:

A. Special service programs serving Indian children in public schools - Johnson-O'Malley funds will be approved by the local Indian Education Committee for programs designed to meet the specialized and unique educational needs of eligible Indian students which may have resulted from socio-economic conditions of the parents, cultural or language differences and/or other factors. In addition, program funds will only be approved which do not supplant other Federal, State, or local funds. Examples of such possible proposals include:

1. Home-School Coordinators;
2. Evening study centers;
3. Special transportation for school activities;
4. Indian cultural or language programs;
5. Summer educational/recreational programs;
6. Parental costs program inclusive of emergency needs of Indian pupils;
7. Training programs for tribal and community groups with the goal of improving Indian education for Indian children;
8. Special preschool programs;
9. Innovation and pilot educational programs including research efforts; and
10. Other special programs serving Indian children developed and approved by the Indian Education Committee.

B. State Administered Programs -

Johnson-O'Malley funds will be approved for State administered programs by the Johnson-O'Malley State Advisory Committee. These programs will be designed to upgrade and improve the special educational needs of Indian children served by the Wisconsin State Plan for Financial Assistance under the Johnson-O'Malley Act.

V. INDIAN PARTICIPATION:

To be eligible to receive funds under this program, the Wisconsin Department of Public Instruction shall provide for the establishment of local Indian Education Committees as indicated in CFR, Title 25, Part 273.15. Indian participation in the local development, approval, and implementation of all programs funded under this contract shall be required. Any school district affected by this contract that has a local school board not composed of a majority of Indians must allow the Indian Education Committee, specified by the tribal governing body, to fully exercise the powers and duties of such committee as delineated below:

A. Consistent with the concept of meaningful Indian participation, each local Indian Education Committee specified by the tribal governing body(s) shall be vested with the authority to:

1. Participate fully in the planning, development, implementation, and evaluation of all programs conducted under this contract. This includes both supplemental and/or operational support programs and funding;
2. Recommend curricula, including texts, materials, and teaching methods to be used in the contracted program(s);
3. Approve all budget preparations, including changes/modifications, and budget execution, including funds for the performance of the duties of the Indian Education Committee as the Indian Education Committee deems appropriate;
4. Recommend criteria for employment in the program;
5. Nominate a reasonable number of qualified prospective educational programmatic staff members from which the Contractor would be required to select;
6. Evaluate staff performance and program results and recommend appropriate action to the Contractor;

7. Secure a copy of the negotiated contract(s) which include(s) the program(s) approved by the Indian Education Committee; and
8. Recommend to the Commissioner of Indian Affairs, through the appropriate Bureau Contracting Officer, cancellation or suspension of a signed contract(s) containing programs approved by the Indian Education Committee, if the Contractor fails to permit such committee to exercise its powers and duties as specified above.

B. The organizational papers and bylaws of the local Indian Education Committee shall be filed with the Area Director of the Bureau of Indian Affairs and the Wisconsin Department of Public Instruction together with a list of its officers and members. The procedures under which the Committee shall serve shall be set forth in the organizational documents and bylaws and may include additional powers and duties which would permit the Committee to:

1. Participate in Johnson-O'Malley contract negotiations;
2. Semi-annually assess the learning needs of the Indian children;
3. To request or have access to all reports, evaluations, surveys, program and budget related documents, subject to the Freedom of Information Act and Privacy Act requirements;
4. Hear grievances related to programs contained within the educational plan of the contract;
   a. The procedures for hearing grievances from Indian students, parents, community members, and tribal representatives shall be contained with the Indian Education Committee's organizational documents and bylaws which are filed with the Area Director to become part of the contract file;
5. Meet regularly with the professional staff serving Indian children and with the local education agency;

6. Hold committee meetings open to the public on a regular basis; and
7. Have additional powers as are consistent with State laws and the Federal regulations governing the Johnson-O'Malley Act and as are contained within the Committee's organization papers and bylaws.

C. Conditions for Approval - Johnson-O'Malley funds may be approved for special Indian education programs provided:

1. A tribal resolution shall be submitted to the Wisconsin Department of Public Instruction;
2. A local Indian Education Committee is formed which shall have bylaws established. This committee shall be composed of over 50 percent Indian parents.
3. Program proposals are supported by narrative and financial justification in accordance with the following guidelines:
   a. Special Program Proposal Guidelines - The following guidelines should be used as a guide in writing and submitting special program proposals for JOM funding. Justification for funding is determined by the number and need of eligible Indian students only.
      (1) Statement of the Problem. (This may include all or portions of the following.);
         (a) Describe the needs of the group you are going to serve;
         (b) How do you know there is a need? Give evidence to show that there is a need;
         (c) Identify the group(s) you are going to serve: early childhood, elementary, secondary, primary grades, junior high, boys, girls, low achiever, failures, parents, potential dropouts, those with

a high rate of absenteeism, those pupils with poor motivation, pupils needing transportation for after school activities, pupils unable to pay certain school fees, etc.;

(d) Number of ELIGIBLE Indian pupils you plan to serve with the program;

(2) Objectives of the program as related to the educational needs of the students;

(a) Indicate the major outputs (outcomes, products, results, achievements, etc.) you can expect from the program;

(3) Program Plan.

(a) By what proposed plans will the program be implemented?

(b) Describe resources, tools, materials activities that you will use;

(c) What personnel will be used? How many and what are their qualifications?

(d) How will teachers, tutors, aides, workshops, study centers, coordinators, counselors, transportation, etc. be used?

(e) Indicate the daily schedule for both regular school term and summer programs;

(4) Evaluation of Program.

(a) How will you measure the success or failures of the program? Are the results related to your objectives?

(b) What are the objective and subjective evaluations that that will be made, such as: improvement in academic skills, interest and regular participation in the program, behavioral changes, retention of students in high school, improvement in school attendance, increased parental involvement, improvement in sensitivity to Indian needs, etc.;

(c) Indicate personnel that will be involved in the evaluation. (Administrators, teachers, aides, pupils, Indian Education Committees, other Indian parents, school board, tutors, and other personnel.) Describe involvement of the local Indian Education Committee planning and development of program.

(5) Documentation of Expenditures.

(a) Salaries--identify who will be paid and the total amount. Indicate hourly, daily, or weekly rate;

(b) Pupil transportation--type of transportation (auto, bus, station wagon). Number of miles round trip, number of trips per day, total cost, rate per mile;

(c) Parental costs--names of pupils, items to be purchased, cost per item, school fees, etc.;

(d) Other expenditures (document).

(6) List other agencies or programs that are cooperating and indicate their contributions, such as financial assistance, personnel, facilities provided equipment, etc.

(7) All program proposals submitted must include the original typed copy and must have the signature of the school administrator, Chairman, Indian Education Committee, and the Clerk, Board of Education.

4. Program Interpretations.

a. Supplemental Education Program - Reimbursements may be made to school districts for special programs and services such as counseling, curriculum improvement, home-school coordination, tutoring, teacher aides, study centers, summer school and other special need programs which the school districts may undertake to meet the needs to achieve equal educational opportunities for eligible Indian pupils. Johnson-O'Malley funds may be used for a share of these costs based on the number of eligible Indian students who are receiving the services providing these funds do not supplant other Federal, State or local funds.

b. Parental Cost Items - Only eligible children without financial resources should be considered for this category of aid. Parental cost items are those costs related directly to participation in school curricular activities including rentals, deposits or purchase of required books, towel fees, laboratory fees, project supplies for Industrial Arts and Home Economics classes, physical education uniforms, rental of musical instruments and other similar fees or charges assessed by the school to all children. Parental cost items shall include basic emergency needs, provided all other resources have been investigated and exhausted and it has been ascertained that this is not the responsibility of another public agency.

c. Special Transportation Services - Transportation provided for eligible Indian students to enable them to participate in school activities that are held immediately after regular school hours and in the evening. Expenses incurred by providing this service to ineligible pupils cannot be reimbursed under this program.

5. Indian Children Enrollment Report.

This report is submitted to the Wisconsin Department of Public Instruction. The report identifies the school district and the county(s) that the district resides in as well as the following Indian student information:

a. Name,

b. Age,

c. Grade,

d. Tribal affiliation,

e. Parent or guardian, and

f. Address of parent or guardian.

Additionally, the toal number of Indian students who are one-fourth degree of Indian blood or more as well as Indian students who are less than one-fourth degree of Indian blood are given at the early childhood level, the elementary level, and the high school level.

VI. ADMINISTRATION AND FISCAL MANAGEMENT:

A. Funds for supplemental programs shall be apportioned from the Bureau of Indian Affairs to the designated contractors on a substantially equal basis, based upon the number of eligible Indian students for whom funds were sought. Allowances will be made for the actual cost of delivering educational services in the State.

B. The Wisconsin Department of Public Instruction and the local Indian Education Committee(s) and/or tribal governing body(s) of the tribe to receive benefits from the contract shall identify the service population and the number of eligible Indian students to be served and transmit that number to the appropriate Bureau office each year upon request of the Bureau.

C. The Wisconsin Department of Public Instruction, in addition to the line item budget, shall submit copies of the education program(s) approved by the local Indian Education Committee to support and justify the budget.

D. Documents and records necessary to justify expenditures for specific programs will include the following:

1. Home-School Coordinator(s): (See appendix)
   a. Contract or other formal agreement with the school district for services of the Home-School Coordinator;
   b. Payroll records indicating expenditures for salary, fringe benefits;
   c. Monthly travel expense report indicating daily travel schedule, number of miles and rate per mile, cost for meals and lodging, when on school business and allowable under official school board policy. Receipts for lodging must be attached to the monthly travel voucher.
2. Tutor(s):
   a. Contract or other formal agreement of employment indicating pay and work schedule (number of days and hours per day);
   b. Payroll records.
3. Teacher Aide(s):
   a. Same as for Tutors.
4. Special Transportation:
   a. Contract for transportation if by private operator, specifying number of days, number of miles per day and rate per mile;
   b. Activities for which transportation was provided;
   c. If school-owned vehicle, indicate cost of operating and salary of driver (payroll record).

5. Study Center(s):

   a. Name of employees, hours per week, rate of pay;

   b. Payroll records;

   c. Rental or other costs of facility, if applicable.

6. Parental Costs:

   Those costs related to school fees and other required costs that would apply to all students enrolled in the school. Records should include:

   a. Individual names of eligible Indian students receiving parental cost services;

   b. Identification of specified school fee(s);

   c. Amount of fee;

   d. Identification of item provided, such as shop and home economic materials;

   e. Purchase order and/or sales slip if purchased separately;

   f. Rental items, rental rate, period of rental and evidence of payment;

   g. Verification that basic emergency needs are justified.

   Other funded programs will require similar documentation.

E. Evaluation - Local school districts in cooperation with local Indian Education Committees shall provide annual written evaluations of each program to the Wisconsin Department of Public Instruction prior to receiving approval for reimbursement for succeeding programs.

F. Program Service - The Wisconsin Department of Public Instruction shall provide consultative and technical assistance to school districts, Indian Education Committees and Tribal Councils in educational matters pertaining to Indian education.

G. The Johnson-O'Malley State Advisory Committee will function in an advisory capacity to the State Superintendent of Public Instruction on policies affecting elementary and secondary educational programs in Wisconsin public schools, and specifically, in the educational activities and services provided under the Johnson-O'Malley State Program. Department supervisors and administrators assigned to Indian education responsibilities will meet and consult regularly with the committee and its subcommittees therein to further the cause of providing equal educational opportunities for all Indian children in Wisconsin public schools.

VII. ANNUAL REPORT:

The Wisconsin Department of Public Instruction in cooperation with the school district and with the assistance of the Indian Education Committee shall submit to the Bureau of Indian Affairs by dates requested:

A. A comprehensive narrative evaluation of the contracted program effectiveness in meeting the objectives contained in this plan. Such report shall also contain successful projects and list those not so successful. (For assistance in determining programs to meet needs arising from the needs assessment);

B. An accounting, by line item, of the amounts expended by each program/project contained in this plan. Such report shall also contain an inventory of any equipment purchased with funds under this contract;

C. For each school, the Contractor shall submit enrollment data including:

1. Total school enrollment by age and grade;
2. Total eligible Indian enrollment, by age and grade level, and their tribal affiliation;
3. Number of eligible Indian students who were "dropped" from school records during the school year, by age, grade level, and reasons for their being dropped; and

4. Average daily attendance for Indian students served;

D. The Contractor shall also provide other reports to the Bureau as requested or required under Part 200.3 of this contract; and

E. Copies of required reports submitted to the Bureau by the Contractor shall also be provided to the Indian Education Committee(s) and to tribal governing body(s).

VIII. SPECIAL CONDITIONS:

A. Unused Funds: Any unexpended funds or savings under this plan and contract term may be carried over into the succeeding fiscal year, except as otherwise specifically provided in contract negotiations with the approval of the Bureau of Indian Affairs. The savings shall not reduce the amount that would have been made available if there had been no savings;

B. Changes or Amendments: This plan may be changed or amended by mutal consent of the Wisconsin Department of Public Instruction, school district(s), tribal government(s), Indian Education Committee(s), and the Bureau of Indian Affairs.

IX. REFERENCES AND ATTACHMENTS:

A. References: Regulations governing this contract are contained in the code of Federal Regulations, Title 25, pursuant to Public Law 93-638. Copies of such regulations are on file for review at the Minneapolis Area Office, Branch of Education, 831 Second Avenue South, Minneapolis, Minnesota 55402;

B. Attachments: The following attachments are a part of the application and education plan:

1. Indian Student Enrollment Report;
2. Composite Supplemental Support Budget;
3. Summary, Supplemental Service Programs; and
4. Project Proposal Form.

CERTIFICATION

Pursuant to the Johnson-O'Malley Contract with the Bureau of Indian Affairs-Minneapolis Area Office for the school year 1976-77, The Wisconsin State Plan is hereby submitted for the operation of the Johnson-O'Malley Program in select public schools in Wisconsin for supplementing the present educational services being afforded Indian children.

This 'State Plan' has taken into consideration consultative services, monitoring performance, fiscal accounting, auditing, administrative and supervisory responsibilities, accessibility to public schools and the availability of such records and reports as are necessary for receiving funds under this contract.

TERM OF CONTRACT:

From: _____ to: _____

Effective Date: _____

APPROVAL OF APPLICATION, EDUCATIONAL PLAN FOR FINANCIAL ASSISTANCE UNDER THE JOHNSON-O'MALLEY ACT, AND PROGRAM COORDINATION, PLANNING AND PROMOTION:

Barbara Thompson Date: Feb. 21, 1977
State Superintendent of Public Instruction

_____ Date: _____
Bureau of Indian Affairs Official

PART II

GENERAL
STATISTICAL INFORMATION

WISCONSIN JOM PROGRAM BUDGET

FY 77

Receipt	1976 Carryover	$123,550.94
	FY 77 Contract	125,227.00
	Summer 1976	26,848.00
	Transition 1976	44,144.83
	Total	$319,770.77
Expenditures	Local Schools FY 76	$ 89,856.45
	Local Schools FY 77	156,058.85
	Non JOM	25,138.73
	State Administration	18,701.73
	Advisory Committee	3,000.00
	Regional Conference/State Workshops/Publications	5,000.00
	Curriculum Development	8,000.00
	Final Audit, Reports, etc.	2,988.35
	Audit Exception	1,995.76
	Forest County	9,030.90
	Total	$319,770.77

FY 1977
JOM Budget Indian Education
DPI, Wisconsin

$143.21 per student
FY 77 grant

Contracting School	Enrollment	76 Carryover	77 Allotment	Total Allotment	Submitted To Date 2/2/77	Over ---- (Under)
Black River Falls	206	$ 4,540.64	$29,501.26	$34,041.90	$34,041.90	$ -0-
Nekoosa	37	562.55	5,298.77	5,861.32	4,254.65	(1,606.67)
Pittsville	23	982.02	3,293.83	4,275.85	4,275.85	-0-
Tomah	73	7,906.46	10,454.33	18,360.79	12,067.00	(6,293.79)
Wisconsin Dells	60	5,367.62	8,592.60	13,960.22	14,039.00	78.78
Wittenberg	69	2,687.00	9,881.49	12,568.49	9,107.00	(3,461.49)
Milltown	41	1,412.15	5,871.61	7,283.76	5,016.15	(2,267.61)
Cumberland	20	7.31	2,864.20	2,871.51	2,871.51	-0-
Siren	48	1,401.81	6,874.08	8,275.89	8,275.89	-0-
Webster	51	6,824.02	7,303.71	14,127.73	14,127.73	-0-
Crandon M.L.	56	1,478.94	8,019.76	9,498.70	6,828.12	(2,670.58)
Crandon S.L.	52	7,560.96	7,446.92	15,007.88	12,050.14	(2,957.74)
Wabeno	51	2,621.10	7,303.71	9,924.81	11,739.57	1,814.76
Totals	787	$43,352.58	$112,706.27	$156,058.85	$138,694.51	$17,364.34
Ashland*		$25,138.73	----	$25,138.73		

$112,704.00	(77 Aids)
12,523.00	(77 Admin.)
125,227.00	(Total 77)
43,352.58	(76 Carryover)
$168,579.58	Grand Total (does not include Ashland)

*Carryover only - Contract Will be thru BIA directly

45

JOHNSON-O'MALLEY PROGRAM
Indian Education Section
Wisconsin Department of Public Instruction
SPECIAL PROGRAM BUDGET SUMMARIES

1976-77

BALSAM LAKE/ST. CROIX	Allotment	$ 7,283.76
Home School Coordinator		4,600.00
Parental Costs		40.00
Study Centers		376.15
TOTAL		$5,016.15

BLACK RIVER FALLS/WINNEBAGO	Allotment	$34,041.90
Home School Coordinator		
Salary		13,448.00
Telephone		175.00
Travel		500.00
Unemployment		750.00
Teachers Aides		4,410.70
Summer Language Program		1,358.00
Winnebago Curriculum Development		250.00
Indian Awareness Week		4,000.00
Cultural Enrichment - Summer Program		250.00
Field Trips		800.00
Parental Costs		490.00
Winnebago Language Instructor		5,255.00
Carryover Funds		2,355.20
TOTAL		$34,041.90

CRANDON/MOLE LAKE	Allotment	$ 9,498.70
Home School Coordinator		4,500.00
Travel		800.00
Telephone and Xerox		150.00
Film and Media Program		428.12
Parental Costs		950.00
TOTAL		$6,828.12

CRANDON/STONE LAKE	Allotment	$12,050.14
Home School Coordinator		7,371.44
Insurance		456.40
Travel		650.00
Telephone and Xerox		350.00
Curricular Enrichment		200.00
Summer Program - Students		3,022.30
TOTAL		$12,050.14

CUMBERLAND/ST. CROIX	Allotment	$ 2,871.51
Parental Costs		600.00
Indian Arts and Crafts		
Supervisor		847.51
Aides		1,154.00
Travel		50.00
Supplies		220.00
TOTAL		$ 2,871.51

NEKOOSA/WINNEBAGO	Allotment	$ 5,861.32
Home School Coordinator		2,654.48
Fringe		295.00
Travel		328.00
Parental Costs		421.04
Summer Program		
Director		324.00
Fringe		32.00
Travel		125.00
Athletic Equipment		75.13
TOTAL		$ 4,254.65

PITTSVILLE/WINNEBAGO	Allotment	$ 4,275.85
Home School Coordinator		3,775.57
Fringe		500.28
TOTAL		$ 4,275.85

SIREN/ST. CROIX	Allotment	$ 8,275.89
Home School Coordinator		4,840.00
Parental Costs		467.89
Teacher Aides		2,968.00
TOTAL		$ 8,275.89

TOMAH/WINNEBAGO	Allotment	$18,360.79
Home School Coordinator		5,685.00
Fringe		976.00
Travel		400.00
Teacher Aides		2,880.00
Fringe		495.00
Tutors		1,631.00
TOTAL		$12,067.00

WABENO/FOREST CO. POTAWATOMI	Allotment	$ 9,924.81
Home School Coordinator		3,420.00
Fringe		200.07
Travel		600.00
Telephone		240.00
Miscellaneous		100.00
Tutors		2,000.00
Summer Programs for Students		5,179.50
TOTAL		$11,739.57

WEBSTER/ST. CROIX	Allotment	$14,127.73
Home School Coordinator		9,668.20
Fringe		1,455.78
Cultural Enrichment		2,231.04
Carryover 78		772.71
TOTAL		$14,127.73

WISCONSIN DELLS/WINNEBAGO	Allotment	$13,960.22
Alternative Education		7,676.00
Indian Language		648.00
Recreational Program		450.00
Parental Costs		1,900.00
Student Conference		1,000.00
Inservice Training		198.00
Curricular Enrichment		1,000.00
Special Transportation		1,167.00
TOTAL		$14,039.00

WITTENBERG/WINNEBAGO	Allotment	$12,568.49
Home School Coordinator		4,800.00
Fringe		720.00
Travel		1,289.00
Parental Costs		906.00
Summer Program		
Consultants		300.00
Transportation		576.00
Supplies		272.00
Nutrition		244.00
TOTAL		$ 9,107.00

GRAND TOTAL	$138,694.51

INDIAN STUDENT ENROLLMENTS

I.(a) Total enrollment of the District(s) to be served:

TOTAL: 16,887

Ung.	Nusery	K	1	2	3	4	5	6	7	8	9	10	11	12
284	37	1127	1116	1072	1104	1052	1174	1184	1341	1422	1579	1510	1515	1370

II.(b) Total eligible Indian enrollment (¼ degree or more) by tribal affiliation:

TOTAL: 787

Ung.	Presc.	k	1	2	3	4	5	6	7	8	9	10	11	12
13	85	63	45	65	49	66	57	51	64	54	68	43	42	22

III. Total No. of Employees: ____ Total No. of School Board Members: 85

Total No. of Indian Employees: ____ Total No. of Indian School Bd. Mem: 0

IV. State Average operational cost per pupil: $1165.00

District(s) average operational cost per pupil: $1505.00

V. Federal Funding expected (other than JOM) for supplemental program(s)

Source	Amount	Name of Project	No. Indians Participants	Grade Levels
a. ESEA - Title I	$297,514.48		158	K-12
b. Indian Education Act - Title IV	$ 97,133.56		835	K-12

VI. Contractor's Contribution (Jom Carryover Previous Fiscal Year) $ 123,550.94

VII. Amount Available for JOM Contract this Fiscal Year (Based on per capita distribution) $ 125,227.00

VIII. TOTAL FUNDING AVAILABLE (VI AND VII) $ 248,777.94

NARRATIVE

51

INTRODUCTORY REMARKS

Through Public Law 167, 73rd Congress (s.2571), an Act was approved on April 16, 1934 authorizing the Secretary of the Interior to arrange with states or territories for the education, medical attention, relief of distress and social welfare of Indians and for other purposes.

Public Law 638, 74th Congress (s.3452), amended the above Act Jue 4, 1936, "That the Secretary of the Interior be, and hereby is, authorized, in his discretion, to enter into a contract or contracts with any state university, college or school, or with any appropriate state or private corporation, agency, or institution, for the education, medical attention, agricultural assistance, and social welfare, including relief of distress of Indians in such state or territory, through the agencies of the state or territory or of the corporations and organizations herein before named and to expend under such contract or contracts, monies appropriated by Congress for the education, medical attention, agricultural assistance, and social welfare, including relief of distress of Indians in such state or territory."

In keeping with the objective of the Bureau of Indian Affairs, "that every Indian child receives all educational opportunities to which he is entitled as a citizen of the United States and the state wherein he resides", the State of Wisconsin, in December of 1949, entered into a contract with the Bureau of Indian Affairs for transportation, school lunches and the general operating budget of those eligible public school districts.

The Concept of Equal Educational Opportunity

Most Americans affirm and cherish the ideal of equality. The Declaration of American Independence, the United States Constitution, the Bill of Rights,

and other documents of our Republic proclaim the principle of equality to all and other documents of our Republic proclaim the principle of equality to all citizens of the United States and the world. Yet most Americans are well aware that all men are not able to live as equals. They are also aware that distinctions based on race, ethnic, and/or socio-economic conditions exist within our society and because of these condition, social mobility is often limited or prohibited.

The Responsibility for Equal Educational Opportunity

The responsibility to assure equal educational opportunity and to end the practice of racial isolation is both a moral and a legal responsibility.

The Wisconsin Constitution, recognizing the principle of equal educational opportunity, provides that Wisconsin schools "...shall be as nearly uniform as practicable..." Section 121.01 of the Wisconsin Statutes states, "...the state must guarantee that a basic educational opportunity be available to each pupil..."

The United States Constitution, Article XIV, provides that no state shall make or enforce any law which shall "...deny to any person within its jurisdiction the equal protection of the laws..." Beginning with the land mark case of Brown vs. the Board of Education of Topeka, Kansas in 1954 through the most recent case of Swann Vs. Charlotte-Mecklenberg Board of Education, the U.S. Supreme Court has held that state action that requires or permits segregated schools is a denial of constitutional rights under the 14th amendment. The legal and moral precept embodied in state and federal law is that equality of educational opportunity to develop the full potential of one's capabilities is the right of every individual.

Because equality is often perceived in terms of differences in racial, ethnic and/or socio-economic conditions, educators have a major responsibility to understand the impact that these differences can have on the school. The characteristics and dynamics of group and individual differences include such areas as: income level, property, ethnic group, religious affiliation, social status, friends, occupation, racial group, self-perception, and family. An understanding of social class, social status and the desire for as well as the desire against social mobility provides insight to the true meaning of equality and education.

The first responsibility of the educator is to know the relative values and beliefs which pervade our diverse social order. Such a knowing will demand that different opportunities be provided students within and between schools. The educators must assure students that the school can and will be responsive to different values and individual needs. In addition this assurance must provide that no student will be programmed away from the intellectual resources of his total culture. This assurance implies that a curriculum must not be designed for special groups which is second-rate to that provided other groups. Only when the integrity of all racial, ethnic and socio-economic groups is respected and the curriculum promotes a quality and diversity of the entire culture, can the schools of Wisconsin assure all students equal educational opportunities.

III. NARRATIVE ON INDIAN EDUCATION IN WISCONSIN

A. State Level

1. Mission Of Wisconsin Department Of Public Instruction

The "mission" of the Department of Public Instruction (DPI) is to assure equal elementary and secondary educational opportunities for all children according to their individual needs and aspirations; to assure access to public library facilities; and to operate quality state residential schools for visually handicapped and deaf students.

The "statement of goal" of the DPI is to provide educational programs and services to meet the needs of Local Educational Agencies (LEA's) in Wisconsin (Program 1).

The "statement of purpose" is that the DPI is required to work toward achieving the goal of equal educational opportunities for all Wisconsin children attending public schools in order to realize the fullest possible development of each child's potential. The DPI must help marshall all available local, state and federal resources to this end and provide leadership to local school district decision-makers and instructional staff (Program 1).

2. American Indian Education Section

Within the Instructional Services Division of the DPI is an American Indian Education Section. This section functions directly with the Assistant Superintendent. The full-time staff includes an American Indian Education Consultant and a secretary. The part-time staff includes a Director of the JOM Program and an Account Specialist, both of whose services are inkind to this program.

The administration and activities of the Johnson-O'Malley (JOM)

program in Wisconsin are only part of the Indian Education effort in the State of Wisconsin. Besides the JOM Program, the Title I-IX of the Elementary Secondary Education Act; Title IV of the Indian Education Act; PL 92-318; PL874; the state sponsored educational programs; the institutions of higher learning and the various research and planning programs all rightfully deserve their place in describing the school year 1976-77 efforts in improving educational opportunities for some of the American Indians in Wisconsin.

GOALS

To administer a program of financial assistance and consultative services to selected school districts to assist these districts in providing educational opportunities and a learning environment for Indian pupils which will make it possible for these children to achieve a harmonious living relationship between the dominant culture and the culture of the Wisconsin Indians so that all students can enjoy a better living based on the wisdom of the centuries of coexistence between man and man and between man and nature.

OBJECTIVES

a. To promote a cultural appreciation for the American Indian and a respect for his contributions to present-day society in elementary and secondary educational programs of a local school district.

b. To promote improved and expanded educational services and activities for Indian children.

c. To coordinate, develop and maintain cooperative relationships with LEA's, Local advisory committees, CESA's, SEA's and other governmental agencies that have an interest and responsibility for Indian Education and welfare.

d. To advise and assist school districts, Indian tribes and local Indian education committees in determining Indian student needs and recommend alternative courses of action to alleviate these needs.

e. To develop in conjunction with LEA's, Indian tribes and organizations special supplemental and enrichment programs.

ANTICIPATED DEVELOPMENTS

An overall Indian education plan will be researched and studied for the purpose of serving as a guide for coordinating future efforts of those interested in the cultural preservation in the education of Wisconsin Indian pupils in public schools.

Student needs assessments will be made at the local level of Indian pupils and special programs. Indian staff addition and increased educational opportunities will be developed in cooperation with a statewide Indian Advisory Committee to the State Superintendent of Public Instruction.

3. Indian Education

Measurable Objectives

a. Serve public schools participating in programs funded by the Bureau of Indian Affairs and the U.S. Office of Education.

b. Determine what program activities will be conducted by working directly with local Indian Education Committees.

c. Continue and develop further the fine rapport between DPI and the Wisconsin Indian community.

Specific Activities

a. To promote a cultural appreciation for the American

Indian and a respect of his contributions to present-day society in the elementary and secondary educational programs of local school districts.

b. To promote improved and expanded educational services and activities for Indian children through improved Indian Educational leadership.

c. To coordinate, develop and maintain cooperative relationships with LEAs, local advisory committees, CESAs, SEAs and other governmental agencies that have an interest and responsibility for Indian Education and welfare.

d. To advise and assist school districts, Indian tribes and local Indian education committees in determining Indian student needs and recommend alternative courses of action to alleviate these needs.

e. To provide assistance to participating schools in the administration of special Johnson-O'Malley programs.

Results or Benefits Expected

a-1. Serve as the state contact person for Title IV of the Indian Education Act of 1972 for about 110 local education agencies.

a-2. Plan and conduct a statewide workshop providing information, project proposals, and dissemination to LEAs, local Indian Education councils, tribes, and others.

a-3. Assist in development of project proposals, meet with LEAs, LIECs, and tribes for public hearings and provide for implementation.

a-4. Coordinate, and maintain communication between the LEAs, LIECs, tribes, and U.S.O.E. - Indian desk as well as

attendance at regional meetings.

a-5. Provide for monitoring of special supplementary project to insure continued program efforts, as well as assistance in evaluation.

a-6. Provide for curriculum development relative to Indian education at the elementary and secondary level through inservice programs for teachers, administrators, school board members, local Indian education committee members, and others.

b-1. Serve as ad hoc member of the statewide committee on Indian Education, Great Lakes Inter-Tribal Council Education Committee.

b-2. Plan and advise the Governor's Council on Indian Education.

b-3. Serve on the State Affirmative Action Advisory Committee, meet about ten times a year, and recommend the necessary changes relative to the Affirmative Action programs of the various state agencies.

b-4. Serve as the DPI consultant to the Native American Project, which is assessing the various needs of Native Americans in Wisconsin.

b-5. Serve on the board of directors of the Wisconsin Association for Mental Health and co-chair the sub-committee on "The Advocacy for the Minorities and the Poor."

b-6. Consult and advise various other agencies, organizations supporting Indian Education programs as the Wisconsin Arts Council, Wisconsin Humanities Program, etc.

b-7. Consult and advise the various American Indian tribal councils in Wisconsin as well as the Great Lakes Inter-

Tribal Council, meeting at least twice a year with the GLITC and the respective tribes upon request to advise on program development and implementation, as well as dissemination and evaluation.

b-8. Attend annually the National Indian Education Association National Conference and advise on national programs affecting Indian Education.

c-1. Maintain communication with the U.S.O.E.-Indian Desk, the National Indian Advisory Council, the Congressmen representing Wisconsin, the State Departments in the Midwest, and other organizations including the Bureau of Indian Affairs (Ashland, Wis.; Minneapolis, Minn.; Alburquerque, N.M.; Washington, D.C.; and Aberdeen, S.D.) which serve the Native Americans on a national basis.

c-2. Advise the Administrative Council on the Human Relations Code affecting change in the thirty-three institutions of higher learning which have teacher education programs. This involves reviewing and evaluating the needed recommended changes in the state which serves the needs of the Native Americans, and visiting eight educational institutions.

c-3. Serve as the SEA consultant to those institutions which have cooperative program efforts with LEAs serving Indian children.

c-4. Provide inservice as well as class presentations on various aspects of Indian education to institutions of higher learning.

c-5. Provide continued support to state operated programs and

state programs with related Indian Education elements.

d-1. Develop a planning guide through the cooperation of the Johnson-O'Malley State Committee, the LEAs and the LIEC which will provide for program improvement and expansion of each of the 14 affected LEAs.

d-2. Develop assessments in the areas of education materials supporting Indian History and Culture and the need for Indian languages, special supplemental and enrichment programs serving Indian children.

d-3. Develop and submit a statewide proposal in the area of research and assessment to improve Indian Education.

e-1. Provide leadership, development, dissemination of Johnson-O'Malley guidelines, rules, regulations, policies relating to special supplementary JOM Projects to LEAs and statewide efforts.

e-2. Reestablish a statewide Johnson-O'Malley Committee for the purpose of developing the Wisconsin State Plan for Indian Education, policy and decision-making concerning the JOM discretionary funds. Hold three additional meetings, with a regional conference for the six affected Indian Tribal Councils and fourteen LEAs.

SUMMARY

a. This position provides educational leadership to LEA's, institutions of higher learning, Indian tribes, Indian organizations, governmental agencies, various advisory committees, and others. The alternative approaches, development, implementation, and evaluation processes of Indian education programming will increase educational services for Wisconsin's First Americans. This position, further, provides a permanancy to the State,

Federal, and local efforts supporting a continued Indian Education Program in Wisconsin.

It was requested that the state support the consultant and secretary with General Program Revenue (GPR) funds in 1975-77.

4. Council On Indian Education Wisconsin Department Of Public Instruction S.15.377 (4) of the Statutes created a Council on Indian Education in 1974. The Council is attached to the Department of Public Instruction for administrative purposes. The Council consists of ten members, representing each of the tribal areas in Wisconsin and are appointed by the Governor. The Council advises the State Superintendent, the Board of Regents of the University of Wisconsin, the Higher Educational Aids Board, and the Board of Vocational, Technical and Adult Education.

   For the Council to advise these state agencies, it will need to meet several times throughout the year. Past experiences of the Great Lakes Inter-Tribal Council (GLITC) Education Committee suggests a minimum of a two-day meeting per month is required. A per diem of $25.00 per day plus travel, food and lodging will require an annual request of $15,200. These funds are necessary since no other funding source exist for this Council.

   The following legislation was requested by the DPI:

   Creates S.15.07 (5)(i) to read:

   (i) Members of the Council on Indian Education - $25.00 per day

5. State Advisory Committee On Johnson-O'Malley Programs

I. Authority

The program is authorized by the Johnson-O'Malley Act of April 16, 1934 and the amendment of June 4, 1936, and revisions as vested in the Secretary of The Interior by U.S.C. 301 and sections 463 and 365 of the Revised Statutes, to revise Part 33 of Sub-chapter E, Chapter 1, Title 25 of the Code of Federal Regulations.

II. Status of Johnson-O'Malley Subcommittee

A brief background report is herein. This committee of fourteen members met five times during the past school year. The first meeting was at Ladysmith-Mount Senario College and concerned the status of the JOM Program with the Great Lakes Inter-Tribal Council, Inc. This status was 100% supported that the DPI continue to administer this JOM program effort as well as to support the position of Indian Education Consultant for the DPI. Negotiations were also discussed with the BIA. The second meeting was with the local Indian Education Committee members, Tribal Council representatives, local school administrators and Indian parents. At this meeting general program information and the allocation per school district was decided as well as representatives on the JOM State Advisory Committee. The third, fourth and fifth meetings were devoted to giving final approval with us to special projects at the local school district level and at the state level. Several state funded project efforts were funded benefiting all fourteen LEAs. Also, this committee made recommendations to all educational efforts and to the DPI in reference to monitoring and the administration of the total JOM Program. An agenda of a meeting follows.

6. State Committee On Indian Education

Great Lakes Inter-Tribal Council Education Committee:

This is a state-wide committee composed of local Indian people representing local Indian Education Committees which advise to LEAs and the Department of Public Instruction. This advisory body meets monthly on policies, programs affecting Indian youth and proposes changes and needed legislation at the state and national levels of government. Their objectives, responsibilities and committee structure has been accepted by the Great Lakes Inter-Tribal Council, Inc. as follows:

I. MISSION STATEMENT (OBJECTIVES)

To plan and carry out strategies which will achieve betterment in educational programs; content, curriculum, school and home environment and learning opportunities beyond high school and other programs.

Among its strategies are:

1. To promote maximum participation of the Indians in the area in developing and conducting all phases of the program.
2. To develop and conduct educational programs with both public and local support.
3. To serve as an advocate of Wisconsin Indian people and to serve the people in all matters of education.
4. To promote a more intense and organized focusing of federal, state, and local private resources in the goal of better educational programs.

II. EDUCATIONAL COMMITTEE RESPONSIBILITIES

A. The committee is the organizational team

1. They are responsible for the educational program.
2. They serve as the principle policy-making body.

B. In making policy, the committee acts as a group and no one individual committee member shall have any direct authority over the educational program except that which is delegated in writing by the committee through its official minutes.

C. In keeping with their obligation to represent the interests of the people of their respective Indian Committees, individual committee members shall provide advisory assistance regarding operational aspects of the educational programs in their respective Indian communities and to the Department of Public Instruction.

D. In making policy, the committee is responsible for:

1. Identifying the needs,
2. Establishing long and short range goals,
3. Approving plans and priorities,
4. Determining major personnel, financial and program policies,
5. Approving financial assistance,
6. Programs can be brought from the floor to the attention of the committee, leaving it to the committee for action of such proposals and assuring compliance with the conditions thereof.
7. Committee members to include:
   a. Term of committee members.
   b. Selection of committee members.
   c. Number of committee members.
   d. Voting privileges of committee members.
8. Communities are:

   Oneida Red Cliff Superior

Stockbridge-Munsee	Forest County	Gresham
Lad du Flambeau	Mole Lake	Students:
Winnebago	St. Croix	University
Lac Courte Oreilles	Milwaukee	Vocational-Tech.
Bad River	Menominee County	

III. COMMITTEE OFFICERS of the Great Lakes Inter-Tribal Council

Educational Committee:

Chairman

Vice-Chairman

Secretary/Treasurer

VOTING MEMBERSHIP:

2- Oneida	2- Mole Lake
2- Stockbridge-Munsee	2- St. Croix
2- Lac du Flambeau	2- Milwaukee
2- Lac Courte Oreilles	2- Menominee County
5- Winnebago	1- Superior
2- Bad River	1- Gresham
2- Red Cliff	2- Wisconsin Native American
2- Forest County	Student Association

EX OFFICIO MEMBERSHIP:

Great Lakes Inter-Tribal Council, Inc. Program Directors

School Coordinators

Bureau of Indian Affairs

Guidance Counselors

State Positions in the Department of Public Instruction

IV. SELECTION

This shall be made at the community or area level by:

A. Community selects from community meeting.

B. Candidates by nomination.

C. Tribal Council selects.

D. Area representatives selected by community.

E. Any individual willing to serve can volunteer.

TERM OF OFFICE

One to two year terms.

Selection by draw of No. 1 or No. 2

They are then eligible to serve another term if the community or area he or she represents proves their eligibility to continue.

ALTERNATES

Alternates may be chosen by their respective Educational Committees at the community or area level.

Individual Committee members duties and responsibilities:

1. Attend all Educational Committee meetings.
2. Property, i.e., minutes, data, belongs to the active committee member.
3. Shall have a written monthly report of GLITC Educational Committee meeting for the area they represent.
4. Shall have purposeful community Educational meetings.

V. QUORUM

It consists of 51% of the voting members, or 16 out of 31.

Subcommittees have been appointed and are active in the following special areas:

Higher Education	K-12 Sub-committee
Library	Legislative Committee
Adult Basic Ed./ AVTE	

THE ELECTION OF OFFICERS: Chairman, Vice Chairman and Secretary-Treasurer will be for a period of one year held in

the month of December and assumption of duties will be effective at the regular January meeting. Nomination of such officers will take place at a regular committee meeting scheduled for the month of November. Nominations will be accepted from the floor with the provision that a minimum of at least two nominees be placed on the ballot for each office. Voting will be conducted by secret ballot with present officers presiding as the election committee. An election committee of three will be selected from the election meeting to conduct the election process.

7. Regional Conferences on Indian Education

In providing Indian people and school personnel with an up-to-date picture of Indian Education and the benefits or the lack of benefits of the State Johnson-O'Malley (JOM) Program, the JOM State Advisory Committee recommended that regional conferences again be apart of this year's activities of the JOM state program supervisors and in keeping in line with the policy of providing Indian involvement, the planning of each of the respective conferences was to take place at the local level with local Indian Education committees (LIEC). Because of late contracting and monitoring of various program project efforts, the planning for the regional conferences was not as effective for lack of time. Therefore, 3 regional conferences were planned with LIEC's and their members and the last 1 conference were planned totally through the Home-School Coordinators. Although this 1 conference was not as productive as the 3 planned conferences, an opportunity was made for JOM program dissemination, local, State and national program efforts to be discussed and feed-back from local Indian people on improving and enriching the general educational programs of local education agencies (LEA) to be heard.

School administrators, federal program coordinators, school board members, local Indian Education committee members, tribal council members and honored guests were invited. In addition, Department of Public Instruction consultants lending to the agenda, Bureau of Indian Affairs representatives, Home-School Coordinators and distinguished guests all provided a view of education affecting Indian children. Probably the only real weakness of these conferences, besides the time factor, was the low visability of Indian student representation and parental participation. This is not an inamiable problem, for more meetings and workshops at the local level would help stimulate Indian participation.

DRAFT

TOPICS IN INDIAN EDUCATION

Please check five areas in order of priority from 1-5 those topics which you are most interested in.

___ 1. Innovations in Indian Education

2. Improvements in existing programs, projects. (Specify)

___ _____

___ 3. Broad consultation with local Indians visiting and discussing activities with school staff

___ 4. Adequate consultation with Indian educators

___ 5. Needs assessment

___ 6. Indian involvement

___ 7. Initiating continuing Indian education programs

___ 8. Developing a consortium of Indian organizations

___ 9. Opportunities for Indians in education

___ 10. Programs with internships

___ 11. Training programs for staff workers

___ 12. Sensitizing school personnel to Indian culture

___ 13. Responsibility of local Indian Advisory Committees

___ 14. Indian values, morals, awareness

___ 15. Coordination of state and federal programs with local programs

___ 16. Hiring and firing practices

___ 17. Developing cooperative programs

___ 18. Developing a course unit on Indian studies

___ 19. Rights of American Indians

___ 20. Proposal writing, guidelines, etc. with the Johnson-O'Malley Program

___ 21. Role of Indian Education Consultant in DPI

___ 22. Research in Indian Education

___ 23. Training program for local Indian Education Committee members

___ 24. Indian materials

___ 25. Title IV, Indian Education Act, P.L. 92-318

___ 26. Emergency School Act

___ 27. Other DPI programs

___ 28. Others (List)

_____

_____

_____

_____

COURSE DIRECTOR'S EVALUATION OF WORKSHOP

(TO BE USED FOR MONTHLY REPORT)

COURSE DIRECTOR/S Philbrick - Penttila

CONSULTANTS

TITLE OF WORKSHOP AMERICAN INDIAN EDUCATION

DATES HELD May 18 -19, 1976

WHERE WORKSHOP HELD St. Croix and Wausau, Wisconsin.

NUMBER OF PARTICIPANTS 29

PARTICIPANTS' RESPONSES TO WORKSHOP: (in number) 22

12 VERY GOOD 9 GOOD 1 FAIR ____ POOR 7 not responding as they left before evaluations were given out.

COURSE DIRECTOR/S'COMMENTS ON WORKSHOP: Considering the time allowed and the material to be covered the workshop can be rated above average. The participants were very alert, interested and prompt. Most of the participants were very appreciative and rated the course Very Good. The members of the Education Committees were very active and wanted to do their best and get all the information possible so that they could improve their work. The leaders of the course were also appreciative and enjoyed working with such a fine group.

In planning future workshops of this type the following suggestions need to be considered:

1. Communications - follow up and double check time and place of meetings
2. If possible send out agenda and some of the back up materials to participants before date of course. This means planning ahead so that there is plenty of lead time.
3. Allow more than one day particularly if more than one subject area is to be covered. This will allow for more group participation time. This would help the groups that felt they did not have enough time to work on their particular situation.

71

THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

AMERICAN INDIAN EDUCATION SECTION

in cooperation with

THE UNITED STATES OFFICE OF EDUCATION

OFFICE OF INDIAN EDUCATION

and

BILINGUAL MIDWEST RESOURCE CENTER

and

THE CENTER FOR APPLIED LINGUISTICS

THE INDIAN EDUCATION CLEARINGHOUSE

Presents A

TITLE IV, PART A INDIAN EDUCATION ACT

and

TITLE VII ESEA BILINGUAL EDUCATION ACT

TECHNICAL ASSISTANCE WORKSHOP

at

UNIVERSITY OF WISCONSIN-STEVENS POINT

STUDENT UNION CENTER

STEVENS POINT, WISCONSIN

November 30, 1976

Tentative

AGENDA

Tuesday, November 30, 1976

8:30-9:00 a.m.	Registration
9:00-9:30 a.m.	Welcome, Overview of Indian Education Programs in Wisconsin - Wisconsin DPI/Indian Education Section, Roger Philbrick and Elena Chavez-Mueller
9:30-10:30 a.m.	Overview of Office of Indian Education and Title IV of Indian Education Act
10:30-10:45 a.m.	Break
10:45-11:45 a.m.	Title VII ESEA - The Center for Applied Linguistics - Dr. Leap and Bilingual Midwest Resource Center
11:45-12:00 noon	Questions
12:00-1:00 p.m.	Lunch
1:00-3:00 p.m.	Workshop #1 - Indian Education Act Workshop #2 - Bilingual Education Act
3:00-4:00 p.m.	Local Indian Education Committee and Parent Committee Rights and Responsibilities
4:00-5:00 p.m.	Other special programs for Indian children and Indian curriculum workshop
5:00 p.m.	Adjournment

WISCONSIN INDIAN CURRICULUM PROGRAM

I. Needs Statement

There is a definite need to have a greater awareness of the American Indian in order that cultural appreciations and mutual understandings be developed by the student population in the 14 school districts presently sub-contracting Johnson-O'Malley funds through the Wisconsin DPI. Within the 14 LEAs there are 6 tribal groups each with their own sense of social, economic and self values.

How can these values and attitudes about the past and present be related to the curriculum presently taught in the local public schools? Is heritage a definite part of a child's learning program? How can Indian elders be a part of the education process?

II. Objectives

A. To show a cultural appreciation of the Native American in Wisconsin.

B. To develop mutual relationships among Indian people and educators in public schools.

C. To develop an on-going program of study dealing with Native Americans in their respective school districts.

D. To initiate the study of American Indians in Wisconsin with all students in public schools.

E. To begin long-range planning and assessment efforts for developing an Indian Education Program as part of the general school's program of study.

III. Plan of Action

The following steps will be undertaken to determine the various kinds of curriculum projects and programs which the LEA and LIEC are interested in:

A. Contact the LEA and LIEC as to their interest

B. Have a meeting of all groups so as to ascertain the direction which should be initiated in order to plan, research, develop, and finalize a unit or units of study dealing with Native Americans of Wisconsin.

C. Meet individually with the curriculum committees at the local level.

D. Set up a research effort at the local level.

E. Set up an assessment of available materials at local levels.

F. Set up an evaluation of the curriculum materials and units of study at the local level.

G. Establishment of a statewide evaluation and dissemination meeting.

H. Final Evaluation.

IV. Involvement

The LEA will be contacted so as to request teachers in their school system to be involved in a curriculum project and to serve on an Indian curriculum committee composed of local Indian people.

The LIECs will be contactd as to ascertain their involvement of local Indian people and the direction the unit of study should take.

The tribe will be involved as to see that the materials used are accurate.

The SEA will be the coordinating group in this effort.

V. Evaluation

The SEA, LEA, and LIEC will be the evaluating groups. The Indian curriculum committee composed of school personnel and local Indian people will do the initial evaluation with the writers. A final evaluation will take place at the recommendations for revisions by the tribe, the LIEC, the LEA, and the SEA. Copies of the material will be printed up by the SEA.

VI. Budget

The actual expenses for the various members of each curriculum committee will be paid. The question of per deim will be decided on at the first meeting of those involved.

FINAL REPORT OF THE NATIVE AMERICAN EDUCATIONAL MATERIALS AND CURRICULUM DEVELOPMENT WORKSHOP

The University of Wisconsin-Stevens Point conducted a Native American Educational Materials and Curriculum Development Workshop from August 1 through August 12, 1977. The objectives of the workshop were to allow the Native American participants to plan and develop instructional materials in a variety of formats for multi-level implementation dealing with cultural, social, historical, aesthetic, etc., concerns. Participants became familiar with a variety of Native American materials housed at the University and with a variety of audio-visual production techniques, such as: slide preparation, photo processing, audio taping, transparencies, puppets, learning stations, lamination of charts and maps, video taping facilities and techniques, etc. These techniques were utilized by the participants in preparing their instructional materials. A specific list of the materials produced by the participants is appended to this report.

Participants also planned and conducted in-service programs for school administrators, four school districts, the Great Lakes Native American Educational and Development Training Council, and for conference participants at the Native American Education materials conferences in Milwaukee and Stevens Point. These in-service presentations were very favorably received by the in-service participants and requests for follow-up sessions as well as using some of the curriculum materials were received.

The following calendar of events summarizes the activities of this workshop and the contribution made by various individuals enrolled.

AUGUST 1-5

The first week of the program was attended by two Native Americans: Lavina Thorud and Laura Coyhis. Curriculum materials were reviewed and projects were developed.

AUGUST 5-12

The second week of the program was attended by 6 Native Americans: Lavina Thorud, Laura Coyhis, Eva Olson, Mary Daniels, Corlis Daniels, and Lillian Rice. This week was spent on the development of educational materials for classroom use.

AUGUST 17-18

The first day was for planning the in-service programs to be presented later this fall. The second day was the presentation of the program at the administrators conference and developing plans and dates for in-service presentations at their schools.

AUGUST 23

Participants conducted two half-day inservice presentations. The first was at Bowler, WI, from 9-11:30 A.M. and the second at Pittsville from 1:30-3:30. Presenters were Lavina Thorud, Lillian Rice, Mary Daniels and Eva Olson.

AUGUST 31

Half-day afternoon inservice presentation at the Lakeland High School, Minocqua, WI. Presenters were Lavina Thorud, Lillian Rice, Mary Daniels, and Eva Olson.

SEPTEMBER 16-17

Session at the University to continue to develop program materials, evaluate the inservice presentations, and develop plans for future implementation of these materials in the classroom.

SEPTEMBER 30

Participated in a sectional on curriculum projects and materials at the Native American Conference at the University of Wisconsin-Milwaukee. Presenters were Lavina Thorud, Mary Daniels, Lillian Rice, and Eva Olson.

OCTOBER 19

Presented a half-day inservice program at the Lac du Flambeau school. Curriculum materials were discussed and displayed and strategies for classroom use were presented. Presenters were Lavina Thorud. Lillian Rice, and Eva Olson.

NOVEMBER 18-19

Participants gave a curriculum presentation to School of Education faculty and the Great Lakes Native American Education and Developmental Training Council. This last session was also used to finalize any unfinished projects, prepare a materials list, and obtain feedback from participants in the use of these materials in their classrooms.

DECEMBER 14

Project materials were presented by Dr. Allar at the Indian Education Conference at the Holiday Inn in Stevens Point sponsored by the Department of Public Instruction.

SUMMARY OF WORKSHOP AND IN-SERVICE SESSIONS

Considering the fact that most of the participants only spent one week on campus on curriculum materials development and only two days in planning for the in-service programs, the outcome of the project was successful. A variety of curriculum materials were developed and some of the materials are currently being used in classrooms by several program participants.

Feedback from administrators and teachers who attended the in-service sessions was very favorable. Many requested utilizing the curriculum materials once they are made available after completion of the teacher's guides. Interest was also expressed in utilizing the program participants as resource persons in their schools. As more program materials are developed and made available, the need for more in-service training will be necessary to insure proper use of these materials.

The only disappointment concerning the entire project was the low enrollment of program participants in the project. Originally, the project was designed to accommodate up to 50 participants and about 25 applications were received. However, only six actually participated in the program. No attempt was made to find out why many who had applied did not attend but if programs such as this one are to be offered in the future, more program participants need to be identified and participate for them to be offered.

DECEMBER CONFERENCE SUMMARY

NATIVE AMERICAN AWARENESS CONFERENCE: CURRICULUM AND MATERIALS

By Helene Lincoln

On December 14, 1977, the Indian Education Section of Wisconsin, Department of Public Instruction, sponsored a one day conference at the Holiday Inn at Stevens Point, Wisconsin. A combination of workshops, panel sessions, and critique sessions (of video tapes for instructional use) filled the one day agenda with activity and sharing information, ideas and material concerns for the 130 people who were in attendance.

The conference served to provide an update of the current and past efforts in Indian Education particularly efforts in the culture, history and languages of the Indian tribes presently recognized as in habitants of this state. This general theme surfaced in the luncheon address given by Mr. Buck Martin who spoke on the topic of "The History of Curricular Development and the Need to Effect Indian Legislation in Wisconsin." Mr. Martin and a host of presentors shared experiences, information resources and ideas for action in the direction of providing a more meaningful education for Indian children in the public schools.

A series of reports were made by Native American language teachers presently certified to teach Indian languages in this state, reporting on the projects they now serve. Certainly insights into their experiences, the exhibition of samples of their instructional materials, and displays of the individual teaching styles of the teachers was a highlight of the day.

Project reports were made by individuals who were actively involved in selected projects which have and continue to serve Indian Education. Mrs. Rosalie

Jones has been a key individual in the production of a series of video tapes produced to provide an awareness of the culture of the Native American. She has worked extensively in the tape "With Drum and Song" which was critiqued during the conference by participants. Dr, Roger Wood of the UW-Stevens Point campus served as a facilitator of the criteria of the "Shell Lake Project" and gave a report in the Native American Materials and Curriculum Development Program. Dr. Wood clearly states his position on the sole institution as a facilitator to serve the needs of the Native American Community for which this writer is appreciative. Ms. Eva Olson of the UW-Milwaukee campus reported on the "Wisconsin Woodland Indian Culture Summer Institute" which gives the opportunity to Indian students to learn traditional crafts through experiences provided by a staff of Indian teachers in an appropriate woodland setting. The course is offered through UW-Milwaukee and Nicolet College in Rhinelander.

Carol Dodge, Mary Tsosie, and Billy Blackwell gave a workshop presentation on curricular design and resource materials. Ms. Dodge is the curriculum coordinator for the Menominee Indian School District which is funded through Johnson-O'Malley. She is responsible for the entire program of curricular development in the district and is a consultant to the coalition of Indian controlled school board. Mary Tsosie is the Director of the Indian Library Resource Project at UW-Stevens Point and was formerly Director of the Great Lakes Inter-tribal Council Indian Library Project. Billy Blackwell has been the Director of the Ojibwa, Cultural Resource Center in Grand Portage, Minnesota which has been responsible for the publication of Ojibwa curriculum materials.

Mr. William Gollnick formerly of Wisconsin Oneida Language Project gave a workshop presentation on the Oneida model for certification of Teachers of Native American Languages.

Offering information and samples of Indian Elementary and secondary level curricular were Kathleen Wescott of the Indian Elementary Curriculum Project in Minneapolis and Mr. William Schaaf, Director of Ojibewa Curriculum for the Minnesota Chippewa Tribe band on the Red Lake Reservation. Ms. Wescott's workshop dealt with elementary curricular units, while Ms. Schaaf's materials were relating to the development of tribal history units designed specifically for the secondary level. The tribal history units of the Minnesota Chippewa can be related to many Indian tribes, inasmuch as federal policies which affected the Minnesota Chippewa have similarly affected many other Indian tribes in this country. However, the history is unique to Minnesota Chippewa Tribes.

More workshops relating to curricular development were conducted by Dr. Betty Allen of UW-Stevens Point, Ms. Mary Tsosie of UW-Stevens Point, Ms. Carol Dodge from Menominee Indian School District, Mr. Billy Blackwell from Grand Portage, Minnesota and Ms. Eva Olson representing UW-Milwaukee.

A single workshop dealt with funding through Title IV, Part A of the Indian Education Act. This was conducted by myself, Helene Lincoln, consultant in Native American Bilingual Bicultural Program here in the Department of Public Instruction.

The critique sessions of video tapes (funded through this department) were well attended and served to provide some guidance in the design of teacher guides to accompany the materials. Dr. Richard Schneider of Stevens Point, author on the subject of Great Lakes Indian Art facilitated the critique session in "Hand to Hand" which was taped in Black River Falls to show arts and crafts of the Winnebago. Dr. Woods facilitated the critique of the video and slides of a documentary which will become several instructional units. Ms. Rosalie Jones facilitated the critique of "With Drum and Song" in which she is features as a major performer. Designers of the teacher guides have the input of conference participants which is important. It is still a day when the material used in the classroom is the same materials done by nonIndians without Indian input.

Overall the conference met its objectives to bring together people in Wisconsin who have worked in projects affecting Indian education and culture-based curriculum development.

10. School Districts and Tri-Groups

School District	Tribe	Reservation
Black River Falls	Winnebago	Indian Mission
Crandon	Chippewa Potawatomi	Mole Lake Stone Lake
Cumberland	Chippewa	Maple Plains
Milltown	Chippewa	Round Lake
Nekoosa	Winnebago	Indian Housing
Pittsville	Winnebago	Indian Settlement
Siren	Chippewa	Big Sand Lake Clam Lake
Tomah	Winnebago	Blue Wing
Wabeno	Potawatomi	Forest County
Webster	Chippewa	Danbury
Wisconsin Dells	Winnebago	Indian Heights
Wittenberg-Birnamwood	Winnebago	Wittenburg

III. B. LEA/RESERVATION LEVEL

1. Johnson-O'Malley Program Components

The JOM components were compiled by the monitoring of special program efforts in LEA's and Indian Communities.

HOME-SCHOOL COORDINATOR:

A. PROBLEM STATEMENT (NEED)

Indian students in general have experienced problems in school to a greater extent than their white middle counterparts. The problems include:

1. A low self concept
2. Lack of self-realization
3. Lack of human relation skills
4. Ignorance of one's own culture, history and heritage
5. Poor school attendance and early dropout
6. Lack of parent involvement
7. Lack of intercommunication between school, student and parents.

B. OBJECTIVES (OR GOALS)

It is the work of the Home-School Coordinator to act as mediator between the school, student and parent in an attempt to achieve the following objectives:

1. Development of positive self-concepts, i.e. visualizing and understanding one's self as a person.
2. The learning of human relations skills - understanding and the ability to get along with others.
3. Inculcation of cultural appreciation, especially in comprehension and respect of Indian life, its customs and traditions.
4. Promotion and improvement of the student's academic achievement according to ability.

5. Improvement of regular school attendance and to curtail, if not eliminate, school dropout.
6. Stimulation of parent interest and involvement in the education of their children.
7. Closer and productive communication between school personnel, student and parents.
8. Provision for adequate assistance for the educational needs of Indian students.

C. SUMMATION

In monitoring the Home-School Coordinators in the respective schools and their assistant's there existed the positive and the desire to improve themselves. For the most part the general well being of having Indian students in school (truancy), motivated, happy, socially adjusted, working at their grade level, participating in extra curricular activities and having some idea of what he or she would like to do in the future was some of the accepted goals of the Home-School Coordinators themselves.

As for areas of needed improvement all of the Home-School Coordinators' felt that they would like a career education program with training available at the local level. As only one person in most schools with specific responsibility for Indian education a desire to see more Indian staff, more Indians working in the school was needed. Inservice, orientation programs and more educational information especially those of a cultural nature were recommended by coordinators. Alone with the drug, sex, reading, low achievement it was generally felt that there should be a greater communication with the school staff, and a means of involving parents more. In reference to the total program effort most coordinators, because of not having a degree felt that they would like to have an administrator to work with. In supporting teachers, Indian

materials were requested as well as more research dealing with the cross-cultural factors motivating and inhibiting Indian student achievement.

TEACHER AIDES

A. PROBLEM STATEMENT (NEED)

Native American children have need for teacher-aides to help them adapt and adjust to classroom expectations in predominantly non-Indian schools.

The teacher-aide works closely with the teacher, who determines the inadequacies of the student, and serves to remedy the problem areas. Inservice training is afforded the teacher-aide in preparation for this position. Although the aide may help the teacher in certain clerical duties, this particular activity is kept to a minimum.

B. OBJECTIVES (GOALS)

With the utilization of teacher-aides, the problems, concerns and needs of Indian students can be identified and treated sooner. Regularity in school attendance should be inspired and motivation enhanced with the knowledge that this type of assistance is available to the student.

C. SUMMATION

In working with Indian students in a classroom the teacher-aides spent quite a bit of time with Indian students having academic problems. This meant working individually with students on specific problems worked out with the teacher. Often times the learning problems were on out-growth of social factors. Some Indian students felt that they just couldn't adjust to some of the values of the various peer groups. Here is where the teacher-aides tryed to motivate and show that "they" are really wanted and needed. In this effort, Indian communication with Indian elders, local Indian education committee's and the use of Indian cultural

materials in the class room was established as being essential. In utilizing more and better research techniques a greater utilization of present resources would develop. The teacher-aides further suggested the need for more education and association with other Indian educators.

TUTORING:

A. PROBLEM STATEMENT

Many Indian students come to school with a different, varied social and cultural background from that of other classroom students. Academic difficulty further presents itself in their attempt to compete in the formalized class work expected of them. Special tutoring can provide the needed extra help in order to give them an equal opportunity to progress advantageously. It is not unusual for Indian students to be unresponsive and retiring to people foreign to their customary peer group. Often fear of communication with the regular teacher creates a barrier. Tutoring by an adult Indian person on a one to one basis or small groups is of immeasurable assistance in the teaching of skills. It also reduces somewhat any uncomfortable anxiety and apprehension that may subconsciously exist in these students. Further, in creating role models, Indian tutors and aides can exercise with pride their abilities in an instructional capacity. Not only do regular teachers become more effective in working with Indian problems, but the total school effort is improved and enriched in such a fashion that would otherwise take away from valuable class time.

B. OBJECTIVES (OR GOALS)

PRIVATE TUTORS ARE PROVIDED TO GIVE INDIVIDUAL HELP TO STUDENTS WHO ARE BEHIND IN ONE OR MORE SUBJECTS. It is felt that underachievement will be eliminated and student response will be much improved through the

services of adult Indian tutors as an instructional adjunct. With tutorial assistance, those students laboring under academic weakness are encouraged to succeed in scholastic performance and to intensify their participation in the school program.

C. SUMMATION

Tutors, because they are persons with a specialized skill who most of the time work at the various grade levels felt that the one-to-one relationships developed in Indian students more of a consistant will to learn. In working with students on assignments, class projects or a student who has fallen behind in his studies was usually rewarding. Also, just as Home-School Coordinaotrs tutors felt a need to up-grade themselves and to become more professionally involved with the school staff. There existed in some schools a lack of having a suitable, private place to tutor.

SPECIAL TRANSPORTATION

A. PROBLEM STATEMENT (NEED)

Some Indian students are not able to participate in extracurricular activities because of the lack of transportation. Many of these school functions are held in late afternoon or evenings. The encouragement for total participation of Indian students in such school programs as athletics, band, etc. is needed. In many cases, because of the limitations of community size, and remote location, students must be transported to other areas to attend cultural and other growth-stimulating activities, i.e. theatre, concerts, career days, pow wows, et al. Transportation, therefore, is a very real problem, the lack of which makes it impossible for Indian students to participate in these school-related activities.

B. OBJECTIVES (GOALS)

The subsidy for transportational needs would encourage total participation and strong student desire to become involved in school-related activities which otherwise normally would be impossible. It accomplishes a vitally necessary element for the success of Johnson-O'Malley programs implemented by the schools.

C. SUMMATION

Transportation programs have been an outgrowth of the need for Indian students to participate and show their athletic prowess. Just as Jim Thorpe was endowed with stamina, endurance, strength, speed and agility, surely there are Indian students who could aspire in the field of athletics in Wisconsin's public schools. Besides, athletics, Indian clubs, and cultural activities, transportation made it possible for Indian students to learn when the school did not provide for cultural enrichment in their regular school program. It was felt that Indian parents should continue to be available and envolved with this program as they provide the necessary relationships to the inter-personal relationships for the Indian student.

PARENTAL COSTS

A. PROBLEM STATEMENT (NEED)

Because of a lack or limited amount of employment in certain areas of the state, parents have difficulty in receiving adequate income to defray the costs of living. Many families fall into the "low income" status during the off-season winter months, the time that school is in session. The situation occurs more prevalently among Indian families. For a student to engage in activities associated with physical education, home economics, industrial arts, band, graduation, et al, fees and expenses must be paid by the student or parents. Thus, Indian students who are

unable to meet these obligations are put at a disadvantage in acquiring an equal opportunity for education.

B. OBJECTIVES (GOALS)

1. To promote and increase student interest and participation in both curricular and extra-curricular activities by providing the financial assistance to meet extra costs.
2. To improve the performance level of Indian students, especially in vocational areas.
3. To provide the Indian student an opportunity for normal growth and development for a better self-image and relationship with all students.
4. To assure Indian parents that their children are receiving the benefits of the whole school program.

C. SUMMATION

This program provides the only direct costs to Indian students. It is for this reason that this program is the most discriminating and often builds some resentment if there is not another cooperative effort which would help serve those Indian students who are not eligible for JOM funds. As a much in demand program school fees, gym supplies, shop books, etc. provides for the essentials for Indian students tc be able to compete and go beyond the basic requirements and actually have quality class projects, etc.... As recommendations because these funds are for emergency situations as health reasons, the basic requirements need to be known to all parents. With a better procurement, some funds could be saved.

STUDY CENTERS

A. PROBLEM STATEMENT (NEED)

Many Indian students fail to attend school on a regular basis. As a result of this truancy problem, their school performance declines and leads to a possible drop-out status. A factor that contributes to early departure of Indian youth from the school setting is a lack of success in learning and comprehnding subject matter. It has been suggested by local Indian education committees that a partial solution to this problem would be the staffing and maintenance of study cneters with certified teachers who would be available to assist Indian children with their studies during evening hours. The need is prominent where the availability of a place of controlled-study environment is desirable, away from unwanted distractions. Also, an INdian educational center lends itself to invovling Indian parents and Indian cultural programs whereby Indians themselves can particpate in their children's destiny.

B. OBJECTIVES (GOALS)

1. With the existence of a study center in the Indian community, conducive to individual study and ooncentration, the student has a better opportunity to complete required school assignments without possible extraneous distraction or pressure.
2. The study center is another vehicle to aid in the pursuit of academic achievement, offering a motivating locale for Indian students' desire to learn. Through instruction about their own heritage, they will also develop a sense of inquiry regarding other things.
3. As an avenue of opportunity for educational activities and experience for Indian youth, curriculum development can be an outgrowth of student, parent and teacher efforts.

C. SUMMATION

Through the need for a formalized place to study and receive assistance in one's academic work study centers developed. The reasons cited as providing motivation for student learning is that these centers were in the Indian community, had Indian activities as a part of the study effort and included a person skilled in teaching others. These centers provided an overview for Native American langauges to be taught. Also, for the first time in some cases, an Indain person would be hired to work in the Indian community on INdian education. The relationship to Indian and non-Indian values needs to be established and maintained.

CULTURAL ENRICHMENT

A. PROBLEM STATEMENT (NEED)

Indian parents have related that their children have not had the opportunities to experience thier heritage, except for what local families can offer. They futther state that they cannot support financially what they feel is necessary for heritage education. Also, the realization that a better understanding of Indian cultural life and tradition by both Indians and non-Indians would help in attempting to incur a better relationship between these two groups.

There exist a need for the inception and inclusion of the teaching of Indian Culture, Indian Literature, Language, arts and crafts, in the school. However, for these courses to be successful, it is necessary to gain more Indina involvement. In the general student population, instances of disinterest in classroom activity are prevalent, even more so with Indian students. This attitude tends to lead to excessive absenteeism from school or in some cases absence from an individaul class. An enriched good quality instruction curriculum can reverse this situation, the kind of instruction to be provided in these clasees. There is a need for exchange of ideas, cultural enforcement and an

enhancement of self-perception as individuals and as a distinct ethnic group.

B. OBJECTIVES (GOALS)

1. To preserve, for the Indian students, some of the aspects of their culture that have never been recorded.
2. To provide a learning situation for the Indian students in which they can learn their own culture, history and heritage.
3. To provide Indian students with a worthy use of their leisure time.
4. To narrow the generation gap by bringing people of all ages together to engage in a common interest.
5. To create successful situations for Indian students who rarely encounter them.
6. To attack the problems of low self-concept by promoting a positive attitude in the Indian students toward their own culture, also by creating racial pride.
7. To attack the identity problem, i.e. to help the Indian students to have a better understanding of their own culture, history and heritage.

C. SUMMATION

Much could be said about the need for Indian History and culture to be taught in not only the JOM programs but the schools regular school program. Why can't an Indian child learn about his heritage? Yet, unless much effort and talking is done, the public schools are reluctant to teach about our first Americans. In the LEA's wherein these are cultural programs the opportunities to develop Indian leadership, Indian identification, INdian awareness, Indian appreciations (of their contributions), Indian recognition, Indian values, Indianness is most

stimulating to and for Indian youth. Besides the aforementioned ideas for Indian culture programs, there was cited the need for expanded cultural programs: for freshmen and sophmore culture courses, for an increased variety of cultural activities, for more funded small projects dealing with Indian culture and for an increased communication with Indians from other tribes. The time for Indianness in our public schools is now.

BLACK RIVER FALLS SCHOOL DISTRICT

HOME SCHOOL COORDINATOR PROGRAM

Program was in effect for 43 weeks. Home-School Coordinator served as liaison to Native American students, parents, teachers, school administrators and the Indian Education Committee. The home-school coordinator also assisted with implementation of Johnson-O'Malley programs per LIEC direction.

Improvements are ongoing via monthly monitoring LIEC and an annual written evaluation was presented to the LIEC, school administrator and Area Community Meeting.

There is no specific mode of measurement whether or not home-school coordinator services is a direct result in improved attendance and academic achievements. All Johnson-O'Malley programs address the needs and problems.

Although there is currently no program for drop-outs, coordinator was instrumental in the attendance of six students in a summer GED program at Mount Senario College.

TEACHER AIDE - JUNIOR HIGH SCHOOL

Program was in effect for 38 weeks effecting 39 students in grades 7 - 9. Teacher aide assisted Junior High students in academic areas through teacher contacts and referrals to improve attendance and to identify problems and concerns of Native American Students sooner.

Program improvements are ongoing and monitoring is done by LIEC monthly. Problems of truancy, attendance, and academic achievements are ever present and minimizing the problems in a continual effort. Continuance of program is contingent upon needs assessment survey.

Teacher Aide served as an advisory to the Native American Club for social and extra-curricular activities.

Teacher aide and Native American students jointly contributed to the Indian Awareness Week program involving the entire student body and teachers. Referrâls from teacher aide are made for parental cost program.

INDIAN AWARENESS WEEK PROGRAM

Program was in effect for one week serving 206 students in grades K-12 including 3 and 4 year olds.

Purpose of the program and activities was to cause greater awareness of Native American culture for both Native American and non-Native American students and community.

Program contigent upon needs assessment survey. Recommendation for improvements and changes are made annually for consideration by LIEC. Evaluation was done randomly by selected Native American parents and school district personnel indicated the program to be essential and it enhanced improvements of relationship and expanded communication between Native Americans and non-Native Americans. Teacher attendance in the planned reception was very, very poor and declining each year although program content of the reception was different each year to encourage increased attendance.

Program enhanced student participation in the week-long activities.

Awareness Week provided an opportunity for Native American students to plan and develop activities in respective buildings. Success of program is apparent in that it became an annual event and students look forward to the

Indian Awareness Week.

Funds for the program were not immediately available, and LIEC and parents began fund-raising events to support the program. Eventually monies became available; however, time did not warrant invitation to obtain well-known speakers.

WINNEBAGO LANGUAGE PROGRAM

Program was in effect for the school term and six weeks of summer including 206 students in grades K-12 including 3 and 4 year olds.
Native American students will learn and expand abilities in Winnebago vocabulary, reading and writing. Winnebago booklet to be developed for use by Native American students.

Twenty-three students participated in the program during second semester; and program offered to all Native American students for the summer program. Sixty students participated in the summer program conducted within Indian Mission and more could have participated if transportation were available. There is no written Winnebago material available and fifteen 2-4 page booklets were developed. Cover illustrations were made by high school students. Evaluation by randomly selected parents stated the program to be extremely essential. Continuance of program is contingent upon needs assessment survey.

Native American students stated at various times they wished Winnebago language classes could be held every day.

Instructor salary sustained through Johnson-O'Malley Program and Title IV monies.

WINNEBAGO CURRICULUM DEVELOPMENT

Program was in effect for six weeks serving 206 students including grades K-12 and 3 and 4 year olds.
The purpose of the program was to develop Winnebago booklet(s) for reading to be used by Native American students.

Fifteen 204 page booklets depicting various subject matter was developed for reading in the Winnebago language. Six week time element is not long enough for the tremendous task of Winnebago curriculum development--it is only a tiny beginning. Continuance of program is contingent upon needs assessment survey.

This booklet gave Native American students something tangible in Winnebago for reading.

PARENTAL COST

Program was in effect for the school term serving 169 students including grades K-12.
The purpose of the program was to accomodate students in most need to meet costs of attending school regularly.

Seventeen students benefited from the program. Evaluation by parents felt the program to be worthwhile. Funding monies for the program are needed the most during the beginning and end of school year. Continuance of the program contingent upon needs assessment survey. Larger families tended to utilize the program more than smaller families; and it's strange but larger families have the chronic absentism problem.

CULTURAL ENRICHMENT - SUMMER PROGRAM

Program was in effect for the summer serving 206 students in grades K-12 including 3 and 4 year olds.

Purpose of the program was for tribal elders to demonstrate skills in Winnebago arts and crafts to Native American students.

Program planning of demonstration was excellent; however, the coordination of the program was lacking therefore all sessions were not completed. Utilization of a cultural consultant was not as effective as anticipated. Four out of eleven sessions accomplished indicated success in that not only students attended but many parents attended, also. Continuance of program to be determined by a needs assessment survey.

The cultural consultant was funded through Comprehensive Employment and Training Act (CETA) and assigned to implement cultural sessions for the summer months only.

FIELD TRIPS

Program was in effect for the summer serving 206 students including grades K-12 and 3 - 4 year olds.

Purpose of the program was to develop field trips for different age group categories for experimental and educational purposes; exposure to consequence of deviant behavior.

Original intent of program was not possible due to the state institutions prohibiting tours by elementary and secondary students; consequently LIEC

changed objectives to include recreational purpose. Attendance of field trips reveals much interest by the students. Names of participants are on file. Program continuance to be determined by needs assessment survey. Native American students are ready and willing to go on a field trip any time of any day. Also, parents stand ready to chaperone.

Number of eligible Indian students who were "dropped" from school records: 32

Reasons: 23 tranfers; 1 deceased; 5 disinterested; 1 runaway; 1 poor attendance; and 1 married.

Three eligible students graduated from grade 12 and thirteen graduated from grade 8.

CRANDON

HOME SCHOOL COORDINATOR

Program was in effect for 9.5 months serving 50 students in grades K-12. As in the past, the most successful part of Johnson-O'Malley is the Home-school coordinator. The program will succeed or fail on his merits for the past number of years he is and has been the the key to its success.

The term Home-school coordinator implies, the communication between him and the school and parents is what it is all about. The Mole Lake Education Committee recommends that the Johnson-O'Malley Program for our community be so continued under the same direction and supervision. At all education meetings reports are examined and answered for the parents and members.

School Year	Number students	Absences	Per Students	Grade Point
74-75	18	249	13.5	C+
75-76	16	264	20.0	C+
76-77	15	187	12.0	C

The children and their parents respond greatly to the Johnson-O'Malley program such as participation by both groups. Children are more active in extra-curricular activities.

This Johnson-O'Malley Program wasn't coordinated with another program or any other funding source.

No students "dropped" for school year 1976-77.

3 students graduated from grade 8 and 1 graduated from grade 12.

101

CUMBERLAND SCHOOL DISTRICT

INDIAN ARTS AND CRAFTS

Program was in effect for 9 months serving 15 students in grades K-12. The classes were taught by qualified Indian adults weekly over a 9 month period (2-3 times per week)

Evaluation of the program results were subjective in nature and was conducted by the Indian adult supervisors and teachers involved in the program. They felt that a great deal of learning took place in that participating Indian students made rapid gains in basic knowledge of techniques and general information in bead and featherwork and the like.

The Indian Education Committee has recommended continuation for 1977-78 as part of the Study Center activities and especially with the use of Indian Education Funds (Title IV).

Increased participation will be stressed. The results were disseminated to the Indian community at JOM Committee meetings to which all Indian parents were invited.

The instructors felt that a great deal of progress was made both in terms of general knowledge and techniques. The instructors expressed the feeling that participation in the Arts and Crafts stimulated increased interest in Indian Culture on the part of Indian students.

Title IV Indian Education Act funds were also used to help meet the needs of the Indian Students.

NEKOOSA

HOME-SCHOOL COORDINATOR PROJECT-PITTSVILLE

Program was in effect 12 months serving 25 students in grades preschool and K-11.

This Home-School Coordinator Project was well received by Native Americans and therefore cooperation betweer. Native Americans and school personnel was good. The goal of improving communication was met and many problems relating to education were solved. Pupils, of course, benefited most from the program, they now have two seniors current in credits for graduation. The LIEC was kept informed of pupil problems and their solutions and felt that the project was worth continuing. The 1977-78 project is written up as a Home-School Coordinator project.

The student member of the LIEC reported to committee that the two high school juniors were current in credits for graduation and both had earned letters in track.

The elementary school principal indicates that pupil attendance and behavior was improved.

The Johnson-O'Malley Program was coordinated with the Title IV Program in that the Title IV Program provided funds for parental costs in this district.

No students "dropped during the school year.

PITTSVILLE

PARENTAL COSTS

Program was in effect for 11 months serving 25 students in grades K-12. Parental costs funds were provided as needed for Indian students so that they could fully participate in the school program and for their emergency needs. The goals as outlined in the proposal were met as subjectively evaluated by parents, Indian Education Committee and school officials. The Indian Education Committee set parental cost funds as the #1 priority for the 1977-78 project thus attesting to tis usefulness. Earlier school year approval of the project so that it might be utilized at once would be an advantage (slow in fall of 1977). The Community is very small and therefore information is disseminated at the meetings of the Indian Education Committee. All parents are invited to attend meetings.

The attendance and school performance of Indian students was good.

The use of parental cost funds allows Indian students to fully participate in the school program. Without the use of such funds, students couldn't fully participate in all classes and activities.

Title IV, Indian Education Act Funds were used in conjunction with JOM funds for cultural, and Indian Arts and Crafts.

TOMAH

TUTOR

Program was in effect for 3 months serving 34 students in grades 7-12. Tutor provided individual help to Junior and Senior High children who needed or wanted it.

This program has cut failures quite drastically. STudent grades are constantly monitored and any indication of problems gets special attention. This program may be dropped due to lack of funds. Dissemination was done by the LIEC through community meetings.

Student failures were cut by about 50%.

This program has an acceptance problem. Some students refuse help. Those who accept help do a much better job.

The program was coordinated with the district guidance office.

Two students dropped during the school year. Both had no desire to continue.

WABENO

RE: Evaluation of Home-School Coordinator

This letter is to confirm that in my opinion the objectives of the program have been met. More specifically, we have established an annual get-together of teachers and parents which has improved communication between the house and school. This is in addition to Mrs. Kruger visiting individual homes on a need basis. These visits have also reduced absenteeism and, although it is really too early to tell, possible early cropouts. We have, this year as well, experienced an increased participation of Indian students in school programs. Through joint cooperation we also feel that defining the needs of Indian students relative to the school program and collection of District and State data has been enhanced.

WITTENBERG SCHOOL DISTRICT

PARENTAL COSTS

Program was in effect for 12 months serving 61 students in grades K-12.

LEIC approved parent requests for funds to purchase clothing, lunches and pay fees for Indian children.

All requested needs approved by the LEIC were met.

Program was coordinated with IEA Title IV Parent Committee and parental costs included on that program.

Four students dropped during the school year because they moved out of the district.

WISCONSIN DELLS SCHOOL DISTRICT

SUMMER RECREATION AND LEARNING PROGRAM

Program was in effect for one month serving 25 students in grades K-12. The purpose was to provide a program for each of the following for a wide variety of ages and backgrounds:

1. Winnebago History
2. Arts-Crafts-Indian
3. Indian Field Trips
4. Sports

The objectives were to provide a cultural experience to Indian children. This was met. The committee recommends the continuance of the program.

The Indian Heights Community building was used as a meeting and teaching station. The Special Transportation in the audit provided for staff in-service and field trips for students.

Five students dropped during the school year. Two students moved and three dropped.

WEBSTER SCHOOL DISTRICT

HOME-SCHOOL COORDINATOR

This program was in effect for 9 months serving 55 students in grades K-12. Program combines both in-school tutoring and out of school coordinating with LIEC and teachers.

LIEC has recommended continuance. Program failed to prevent 2 drop outs. Could be improved by coordinating with other tribal programs to follow-up on drop-outs occuring before hiring of the present H.S.C. (has worked the last 2 years at Webster). One of the drop-puts has gone on the school again after being referred to Ladysmith.

Nine Native American students were on the honor roll at least 2 quarters of the year. In-school class skipping was reduced to nearly zero. Cultural awareness week was successful.

The program assisted in maintaining in-school attendance, getting to the causes of high absenteeism and reducing low-achievement in course related materials.

Program was coordinated with Title IV-A. Special Reading and Math Tutoring (supplementary to JOM)

Fifteen students dropped. There three graduates; two drop-outs; 10 transferred to other school districts.

Local Education Committee
Johnson-O'Malley Program 1975-76
Evaluative Narrative
Unity

The Home-School Coordinator holds highest priority of the three. The Home-School Coordinator is Native American and helpful in assisting the school to meet special educational needs of Indian students.

The Indian students in Unity School District have shown a considerable amount of pride in having their own representative on the staff. The Home-School Coordinator during the pass school year has helped as a contact person for better communcation between home and school. The Coordinator did home and school counseling which helped both to understand and made up for time spent on the job.

Due to better communication between students, Home-School Coordinator and faculty and more involvement of concerned parents, we are experiencing more success with the J.O.M. and Title 4 projects. The parent committee is also involved in the evaluations and has shown more interest in their children's progress and projects thru school. With increased participation of students we are able to say we have achieved more success than failures on projects started and completed.

The Chippewa Language Program has produced a sense of personal worth in our Native American students. The students are enthused and have done well on testing, All students received high marks. This I feel gives the program a high rate.

The lack of funds this year limited our parental cost for this year. We felt that the only thing allowed was the purchasing of pictures.

The Special Transportation was used for a pow-wow which was held at the Centuria Elementary School. Mileage was payed to those who traveled to help make it the success it was. The general feeling of the surrounding communities was that their should be more programs of this sort.

IV. A. Other Special Service Programs for Indian Students

Because of the small number of Indian students who are eligible to receive JOM services, there are other special programs in public schools which also benefit Indian children. Also is the ever present truancy problem and dropout problem for Indian students.

The following depict a number of special supplemental and enrichment kinds of programs designed to meet educational needs of Indian children:

1. Wisconsin Native American Awareness Series

As an outgrowth of the Department of Public Instruction Educational Television program efforts, the Wisconsin Native American Series (WNAAS) is approved as one of three TV series for training teachers and administrators in the effective use of television and in strategies to change instructional programs and practices.

Because of a limited budget of $15,000 for this effort, the bulk of the funds will probably be a part of the production costs of those programs for Fiscal Year 1975.

The initial planning for WNAAS began with the consultant on Indian Education developing a program dealing with the Native Americans and submitting it to the Director of Curriculum and Instructional Television of the Department. The original program request was to initiate two one-half hour video tape programs including instructional materials for state and national dissemination on American Indian Dance and American Indian Music.

1. Statement on Needs

In a letter directed to the various tribal councils in Wisconsin (February 4, 1975) reference was made to the rationale for including

the need of the WNAAS. This need reflects the concerns of providing American Indian students an opportunity to learn about Indian Dance and Indian Music in a formalized, structured educational program in Wisconsin's public schools. By stimulating the interest of Indian students, it is felt that the motivation to learn will be greatly enhanced. The relationship of having subjects taught in the school which Indian students readily identify with most certainly provides for individual and group learning in other subject areas.

In providing an opportunity for non-Indians to learn about Indian Music and Indian Dance, a cultural appreciation and a mutual respect can be shown to the American Indian.

An additional future need is for American Indians knowledgeable and experienced in Indian Music and Indian Dance to be used as resource people in a formal capacity.

II. Statement of Objectives

A. Providing a viable means whereby American Indian students could inhance their learning opportunities in formal learning situations.

B. Providing a means of enriching the present educational system with the study of American Indian Music and Dance.

C. Creating an atmosphere of respect and appreciation for the American Indian.

D. To facilitate the utilization of American Indian People as resource people to public schools in creating more accurate understandings of the First Americans.

NATIVE AMERICAN BILINGUAL/BICULTURAL EDUCATION PROGRAM

The Indian Bilingual/Bicultural Education Project of the Department of Public Instruction has a staff of three available to offer technical assistance to local school districts. Such assistance could range from developing bilingual bicultural programs in the schools to coordinating local community efforts to initiate other language programs.

One of our concerns in 1977-78 will be to work with your community in gathering data to give us an accurate picture of ancestral language fluency so that we might correctly:

1. assess the need for remedial language programs taught by bilingual teachers.
2. research the relationship between academic success or failure and the language skill needs of the bilingual student
3. investigate the relationship between cultural-linguistic deficiencies and drop-out rate
4. assess the need for bilingual/bicultural programs not only from a linguistic standpoint but in order to allow students to take pride in identifying with their native cultures
5. assess further need and current value and potential of programs related to the teaching of Indian Values and Crafts
6. assist in proposals for Federal assistance

The reasons for this interest, and the need for these data are clear. They relate to the question of eligibility for federal assistance and to the planning of instructional efforts which will have meaningful impact on ancestral language fluency. At present accurate language profiles are simply not available.

In addition, several statewide conferences will be held during the school year to inform and report to administrators, educators and community people about statewide and Midwest Native American Bilingual/Bicultural Education efforts.

Our department also intends to publish a monthly newsletter including current information, articles and announcements pertaining to Indian education. We anticipate that the community input will be an important part of this newsletter.

Another aspect of our program will be to assist in the development of bilingual teaching materials and methods for use in bilingual/bicultural programs and for state and nationwide dissemination purposes. We will attempt to coordinate current curricular projects and bring together resources and language groups to facilitate a sharing of what is being done and what needs to be done. This can be accomplished by a series of programs and workshops where materials are shared. In addition, the Department of Public Instruction will start and maintain an Indian resource library.

It is also recognized that there is a need to train teachers and other educational personnel to assess, plan and implement on-going needs programs related to bilingual/bicultural studies. We feel such an objective will best be accomplished by a series of inservice workshops, based on the identified needs and conerns of each area.

Currently our section is assisting twelve local school districts in developing a bilingual/bicultural program for the 1978-79 school year under Title VII ESEA.

NATIVE AMERICAN BILINGUAL-BICULTURAL EDUCATION PROGRAM

QUARTERLY REPORT FORM

PROJECT NAME: Native American Bilingual-Bicultural Education Project GRANT NO:

OBJECTIVES (State original objective)	ACTIVITIES (List activities accomplished to date related to each objective)	OFFICE OF EDUCATION COMMENT (This space reserved for O.E. use)
1. To assess desegregated related educational needs with respect to non-English dominant minority students in the State of Wisconsin.	A. The assessment of desegregated related educational needs of Native American students has not been an voerall comprehensive program. Assessment of needs of non-English dominant students among Native Americans identified during this quarter have been through the efforts of our staff, consultants from the Center for Applied Linguistics, Indian Parent Committees, and ancillary staff from the school districts during the proposal writing process in October. Needs assessments were conducted during this time in preparation for the submission of Title VII ESEA proposals. Twelve LEAs received technical assistance and initiated efforts to submit proposals under Title VII. B. The design for a statewide needs assessment has been completed, with the input from staff, by the Center for Applied Linguistics. The time-line for a Phase I and Phase II have been determined. The questionnaires to be sent to each school district are near completion and will be sent out during February.	
2. To train teachers and other ancillary educational personnel to assess, plan and implement ongoing needs and programs related to bilingual-bicultural studies in the State of Wisconsin.	A. During the month of October, an inservice training workshop was coordinated through this project and conducted in conjunction with consultants from the Bilingual Services Center in Arlington Heights, Illinois. Staff from Crandon, Black River Falls, and Wittenberg Public Schools were in attendance. The focus of this workshop was evalaution design for the Crandon Title VII Project.	

PROJECT NAME: Native American Bilingual-Bicultural Education Project GRANT NO:

OBJECTIVES (State original objective)	ACTIVITIES (List activities accomplished to date related to each objective)	OFFICE OF EDUCATION COMMENT (This space reserved for O.E. use)
	B. During December a statewide conference was held. The well attended conference (130 participants) included a program which involved sessions designed to evaluate and critique three video-tapes. The critique comments will be used in the development of teachers' guides to accompany video-tapes as teaching tools. Opportunities for the teachers and ancillary personnel to voice their concerns and needs were made available through open discussions and through conference evaluations. A forthcoming conference has been designed with the consideration of all comments and suggestions of participants.	
3. To assist in the development of bilingual teaching materials and methods for use in bilingual programs and for state and nationwide dissemination purposes.	A. Units in Ojibwa, Winnebago, Oneida, Menominee and Potawatomie languages have been obtained and centralized for dissemination purposes. Most copies may be requested and are presently available free of charge.	
	B. However, some units are only available through purchase directly from the agencies and organizations responsible for the publications. In effect, we have listings of bilingual-bicultural curricula available and a collection of units which we can reproduce in small quantities.	
4. To hold three statewide conferences for purposes of program coordination.	A. On December 14, 1977, a one-day conference was held in Stevens Point entitled "Native American Awareness Conference: Curriculum and Materials." The agenda for this conference included panel and workshop presentations which focused heavily on the development of bilingual-bicultural curriculum materials. Matters regarding teacher certification of Native American bilingual teachers was of particular interest to the audience. One workshop was held to inform new LEAs about Title IV of the Indian Education Act. Large	

PROJECT NAME: Native American Bilingual-Bicultural Education Project

GRANT NO:

OBJECTIVES (State original objective)	ACTIVITIES (List activities accomplished to date related to each objective)	OFFICE OF EDUCATION COMMENT (This space reserved for O.E. use)
4. continued	amounts of materials regarding Title VII ESEA were distributed to the audience. Critique of video-tapes were a focal point and evaluations will be useful in the production of subsequent teachers' guides.	

2. Native American Students in Title I Programs

This information is taken from FY 74 Title I programs being operated by school districts across the state. These figures are approximate in that most were taken from reports to our office early in FY 74. The first figure is an estimated number of Indian (Native American) children enrolled in a particular school district while the second figure is an estimated figure as to the number of Indian children participating in the district's Title I program for the 1973-74 school year.

Antigo 45/20
Ashland 270/52
Bayfield 258/159
Black River Falls 162/125
Bowler 150/15
Crandon 104/35
Green Bay 287/6
Hayward 338/73
Kenosha 82/10
Lac du Flambeau 261/112
La Crosse 27/2
Madison 52/7
Manitowoc 21/4
Milwaukee 1102/121
Nekoosa 27/8 *
Pulaski 90/20
Seymour 290/45
Shawano 1276/360
Siren 32/13
Stockbridge 16/4
Superior 261/90
Tomah 56/7
Webster 95/25
West De Pere 280/39
Winter 15/0
Wisconsin Dells 88/25
Wisconsin Rapids 64/12
Wittenberg-Birnamwood 60/10

* Summer program only.

This adds up to 1399 Indian students. Our evaluation officer estimates that an additional 400 students will be served by other districts in the state. Her estimates for the 1971-72 school year were 1887 Indian students and for the 1972073 school year 1809 students.

3. Title IV. Part A., the Indian Education Act of 1972.

Part A, Title IV of Public Law 92-318 (The Indian Education Act) is an amendment to Public Law 874 (Impace Aid) and is intended to "Provided financial assistance to local education agencies" for the development and implementation of supplementary educational programs designed to meet the special educational needs of Indian students.

RUN DATE : 05/20/77

OFFICE OF INDIAN EDUCATION
SUMMARY OF FUNDED DISTRICTS (PART A LEA)

STATE : WISCONSIN

SYSTEM NUMBER	LOG NUMBER	SCHOOL DISTRICT NAME	MAILING ADDRESS	CITY NAME	ST CODE	ZIP CODE	1977 ENROLLMENT TOTAL	INDIANS	GRANT AMOUNT
5900510	0395A	ASHLAND	ELLIS AVE	ASHLAND	WI	54806	2198	348	42924.55
5900750	0996A	BALSAM LAKE UNITY-MILLTOWN	P O BOX 198	MILLTOWN	WI	54858	1186	41	5057.20
5900810	0588A	BARABOO	101 2ND AVENUE	BARABOO	WI	53913	2594	16	1973.54
5900900	1022A	BAYFIELD JOINT #1	BOX 727	BAYFIELD	WI	54814	503	261	32193.41
5901260	1028A	BLACK RIVER FALLS JOINT #2	400 HARRISON STREET	BLK RIVR FLS	WI	54615	2048	207	25532.70
5903090	0936A	CUMBERLAND COMMUNITY	P O BOX 67	CUMBERLAND	WI	54829	1278	27	3330.35
5913170	0185A	D C EVEREST	6300 ALDERSON STREET	SCHOFIELD	WI	54476	4815	25	3083.66
5904620	0167A	FLAMBEAU #1	P O BOX 25	LAC DU FLMBU	WI	54538	343	284	35030.38
5904920	0682A	FREEDOM JT-3	BOX 101	FREEDOM	WI	54131	1122	97	11964.60
5905820	0389A	GREEN BAY JOINT #1	100 N JEFFERSON STREET	GREEN BAY	WI	54301	21796	419	51682.15
5906270	0596A	HAYWARD COMMUNITY	316 W 5TH ST	HAYWARD	WI	54843	1800	184	22695.74
5907290	0157A	KAUKAUNA AREA	OAK ST	KAUKAUNA	WI	54130	3513	94	11594.56
5907530	0070A	LA CROSSE JT. DISTRICT #5	432 CASS ST	LA CROSSE	WI	54601	8816	46	5673.93
5908520	0724A	MADISON	545 W DAYTON STREET	MADISON	WI	53703	30954	80	9867.71
5910400	0856A	MENOMINEE INDIAN SCHOOL DIST	GENERAL DELIVERY	KESHENA	WI	54135		753	92879.65
5909600	1109A	MILWAUKEE	P O DRAWER 10K	MILWAUKEE	WI	53201	104565	1463	180455.81
5909630	0954A	MINOCQUA(LAKELAND UNION HIGH)	ROUTE 2 BOX 126	MINOCQUA	WI	54548	867	102	12581.33
5910320	0900A	NEENAH JOINT SCHOOL DISTRICT	410 S COMMERCIAL STREET	NEENAH	WI	54956	7567	85	10484.44
5911790	0424A	PITTSVILLE D#1	P O BOX 6	PITTSVILLE	WI	54466	1050	23	2836.96
5912000	0360A	PORT WASHINGTON S D	1403 N HOLDEN STREET	PORT WASHINGTON	WI	53074		49	6043.97
5912330	0357A	PULASKI COMMUNITY	143 WEST GREEN BAY ST	PULASKI	WI	54162	2617	62	7647.47

111

RUN DATE : 05/20/77

OFFICE OF INDIAN EDUCATION
SUMMARY OF FUNDED DISTRICTS (PART A LEA)

STATE : WISCONSIN

SYSTEM NUMBER	LOG NUMBER	SCHOOL DISTRICT NAME	MAILING ADDRESS	CITY NAME	ST CODE	ZIP CODE	1977 ENROLLMENT TOTAL	1977 ENROLLMENT INDIANS	GRANT AMOUNT
5912720	0663A	RHINELANDER	328 E FREDERICK STREET	RHINELANDER	WI	54501	4193	30	3700.39
5913530	0748A	SEYMOUR COMMUNITY	10 CIRCLE DRIVE	SEYMOUR	WI	54165	2561	220	27136.21
5913620	0826A	SHAWANO JOINT #8	P O BOX 399	SHAWANO	WI	54166	3474	281	34660.34
5913890	0716A	SIREN SCHOOL DISTRICT	P O BOX 29	SIREN	WI	54872	593	48	5920.62
5914670	0925A	SUPERIOR JOINT #1	823 BELKNAP ST	SUPERIOR	WI	54880	7003	501	61796.55
5914880	0408A	TIGERTON JOINT #2	GENERAL DELIVERY	TIGERTON	WI	54486	529	11	1356.81
5914910	0782A	TOMAH	LINCOLN AVE	TOMAH	WI	54660	3252	83	10237.75
5915540	0943A	WASHBURN JOINT #1	305 WEST 4 STREET	WASHBURN	WI	54891	603	70	8634.24
5915900	0949A	WAUSAU	407 GRANT	WAUSAU	WI	54401	9448	37	4563.81
5916230	0820A	WEBSTER INTEGRATED	GENERAL DELIVERY	WEBSTER	WI	54893	753	78	9621.02
5916320	0081A	WEST DE PERE JOINT #2	1155 WESTWOOD ST	DE PERE	WI	54115	2271	284	35030.38
5917040	1054A	WISCONSIN DELLS #1	400 WASHINGTON AVENUE	WISCONSIN DELL.	WI	53965	1798	60	7400.78
5917100	0870A	WITTENBERG-BIRNHAMWOOD	P O BOX 269	WITTENBERG	WI	54499	1721	69	8510.90
						TOTAL	237831	6438	794104.11

112

4. Public Law 81-874

This federal program often referred to as 'Impact Aid Funds' was amended as follows:

A. Section 305 (b) (2) (B) of Public Law 93-380, approved August 27, 1974, authorizes payments under Section 3 of Public Law 810874 to local educational agencies which experience a decrease in the number of children under Section 3 of the Act of 10 per centum or more of such number--

(1) during the fiscal year ending June 30, 1974, or the fiscal year ending June 30, 1974; or

(2) during the period beginning July 1, 1973 and ending June 30, 1975; as a result of a decrease in, or cessation of Federal activities affecting military installations in the United States announced after April 16, 1973.

The amount of the payment to which a local educational agency is entitled shall be not less than 90% of computed entitlement under Section 3 of Public Law 81-874 for the preceding year.

B. Proposed rules, published in 39 Federal Register 144 on July 25, 1974, require additional assurance for applicants claiming Indian lands, in accordance with Section 411A of Public Law 92-318 for applications for Fiscal Year 1975.

All local educational agencies which filed an application Form RSF-1 (OE form 4019) and claimed children for Indian lands must submit the Supplemental RSF-1 (OE Form 4019-3). Any local educational agency may apply for Federal financial assistance under Section 305 (b) (2) (B) of Public Law 930380.

5. Indian Student Assistance Program

In November, 1971, the Wisconsin Legislature enacted a statute merging the two existing post-secondary financial aid programs separately administered by the Department of Public Instruction and the State Board of Technical and Adult Education into a new expanded program to be administered by the Higher Educational Aids Board.

Under the new Indian Student Assistance Program grants of up to $1500 per academic year, based on financial need, are available to Indian students who are residents of Wisconsin, and can be certified to be of at least one-fourth Indian ancestry by an appropriate Indian Agency. These grants may be used to help defray the costs of tuition, books, incidental fees, and room and board while attending any accredited post-secondary institution of higher education in Wisconsin. The grant may be renewed for up to five years of full-time study if the student maintains satisfactory academic standing.

In addition to the substantial increase in the grantmaximum over the previous programs, the new program has encompassed recommendations made by the Great Lakes Inter-Tribal Council and the Legislative Menomonee Indian Study Committee: including providing grant money for summer sessions and part-time study; and the elimination of high school class ranking and letters of recommendation as requirements for acceptance. To ensure input from the Indian community, the Higher Educational Aids Board has asked the Education Committee of the Great Lakes Inter-Tribal Council to act as an advisory board in the design and administration of the program, consistent with the new statute.

In a further effort to both streamline administrative procedures and ensure

maximum State and Federal resources for the Indian student, the Higher Educational Aids Board initiated a close working relationship with the Bureau of Indian Affairs. The two agencies have developed a joint application which allows the student to apply for both programs using a single form. The two agencies have further agreed to match grant funds up to $3000 based upon the financial need as determined by the school. Federal law allows the Bureau of Indian Affairs to go higher in exceptionally needy cases. The State program also continues to provide specially designated assistance to Wisconsin Indians of Menomonee ancestry.

The growth in the program during the 1971-72 and 1972-73 academic years has been striking. A total of 894 Indian students were aided in 1972073 compared with a total of 330 aided in 1971-72. This represents an increase of 156%. The amount of total grant aid increased from $294,835 in 1971-72 to $736,850 in 1972-73 or 362%. The average State grant amount awarded per student dropped, however, from $893, in 1971-72 to $824 in 1972-73. This decrease is explained by the fact that the joint BIA/State of Wisconsin effort was operational beginning in 1972-73, and also by the fact that a number of students were aided in special projects which are generally less expensive.

For 1973-74, a total of 1009 students have been processed through the end of April for a total dollar expenditure of $855,354. Projects for the remainder of this academic year indicate approximately a 25% increase in grant aid over the total for 1972-73.

IV. B. NEEDED LEGISLATION

GRANTS AND PROGRAMS TO EQUALIZE

EDUCATIONAL OPPORTUNITIES OF AMERICAN INDIANS

Section I

Need

Equalizing educational needs can instill the individual student with a pride and self-dignity of his self-worth as a contributor to today's society. Legislation for Indian education will supplement and enrich the various areas of the total school curriculum. The development of Indian curriculum materials will reflect the unique cultural, social and economic forces affecting Indian pupils and the Indian community. The cultural heritage of the Wisconsin Indian student requires specific needs to include:

1. A realization of self-concept through the perpetual of Indian Culture in the school,
2. To develop, initiate and implement programs for Indian youth such as Indian history, crosscultural communication, academic tutoring and inservicë training,
3. To support and develop parental involvement to advise to the school board and the administration and the school staff on areas of interest to the Indian parent and the Indian student,
4. To include the Indian in the communicative processes as a part of the decisions affecting his destiny.

Target Population

There are ten Indian reservations organized under the Great Lakes Inter-Tribal Council, Inc., including thirty-two local Indian communities in the Great Lakes Inter-Tribal Council Education Committee for the purpose of coordinating statewide activities in the interest of the Wisconsin Indians. The total Indian student population as indicated in the 1971-72 Annual Report on Indian Education shows a total Indian enrollment of those Indian students eligible for special services under the Johnson-O'Malley Program of 1,480.

This figure represents Indian students of one quarter Indian blood quantum being Indian and residing on federal land.

According to the Civil Rights Student Enrollment of 1971-72, 6,645 Indian students enrolled in public schools in Wisconsin.

Goals of Indian Education

With the 1848 Constitution of the state of Wisconsin and the 1971 Wisconsin legislature delegating the State Superintendent "to develop an educational assessment program", educational goals were developed for public elementary and secondary schools in Wisconsin. These goals, as described in the final report of the Advisory Task Force on Educational Goals are described on pages 7-10 as: 1) self-realization, 2) human relations, 3) basic skills, 4) mental and physical health, 5) career education and occupational competence, 6) cultural appreciation, 7) life-long learning, 8) citizenship and political understanding, 9) economic understanding, 10) physical environment and 11) creative, constructive and critical thinking.

These goals reflect the future desires of Indian students in that the individual is deciding his own outcomes. The schools, the parents and the community-at-large provide avenues of implementation.

Anticipated Developments - Rational

Curriculum: The development and implementation of American Indian oriented curriculum through the confluence of DPI and the local levels of Local Educational Agencies and Local Indian Education Committees.

Curriculum will be designed to meet the specific needs necessary to promote and incorporate the understanding, appreciation and utilization of the American Indian culture to a more realisitic and accurate concept contributing to the overall positive enhancement of educational programs.

Teacher Education: Because the school is perhaps the most influential agency which can bring about social change and reaches the largest majority of the population, it is imperative that the teacher is prepared to meet the needs of all student.

Realizing that the Indian student, because of cultural and socio-economic reasons, is by normal standards faced with the almost totally irrelevant education due to the lack of understanding of his cultural background.

The sensitivity of the teacher to the Indian students' particular needs is necessary to bring about the desired teacher-student relationship required to promote the maximum academic performance of the student.

Evaluation: Maximum effect of new educational programs can only be achieved by an effective evaluation process. This process insures that the development of new programs evolve only after serious consideration has been given to specific areas of major concern determined by the target population being served. After implementation of programs has been achieved, results must be evaluated to determine effectiveness.

Because of past failures of programs developed on the national level, the Indian community of the state of Wisconsin must be assured of participation in the evaluation process.

Communications: The Wisconsin Indian Education Committee with their various affiliate sub-committees of the GLITC, inc., is an example of the accomplishments derived from the concertive communicative efforts exercised from the "grass roots" and culminating at the state level.

This approach within the native American as well as the non-Indian community in Wisconsin is innovative in its concept. This is reflected from the recent thrust inaugurated successfully by Indian scholars and educators on a nationwide basis.

The employment of the mass media in the sphere of the education is a proven fact. From the standpoint particularly concerning major channels (i.e., press, radio and television) plus the newly developed services in telephone electronics would not only be effective but essential in expediting the Wisconsin plan.

Pilot Programs: For the needed awareness of the native American in Wisconsin there must be an involvement of professional educators working with local Indian people. Through providing avenues for innovative and demonstration projects at the LEA level, improved techniques and methods can be developed. With the increased participation for excellence in Indian education, it is anticipated that local initiative will be developed which will benefit an LEA's total educational effort in providing continuing programs for our native Americans.

Special Conferences: In as much as all or nearly all educational institutions in the state of Wisconsin are sadly lacking in factual information regarding Indians, particularly Indian people of this state, it becomes immediately necessary that Wisconsin public schools present programs and lyceums with the full participation of the Indian communities.

The various state departments and agencies which are attempting services in the area of Indian education can only be effective with the advice and concurrence of GLITC, Inc., Education Sub-Committees.

Since the experts on Indian people in a given school district are the Indian people who reside there and send their children to that school district, they are the source and resource for sensitizing teachers and counselors and other staff to the life style, needs and aspirations of those Indian students.

The representatives of the local Indian areas as well as those on the statewide Indian Education Committee have attained various levels of formal education ranging from the elementary grades to post high school. Therefore, to

mobilize the capabilities of these members it is vital that training sessions both statewide and local, covering all facets of the educational process be utilized.

Para-Professional: Realizing the limited number of professional Indian educators available to provide the cultural awareness needed in the educational system of Wisconsin, it is profoundly evident that a comprehensive para-professional program be developed utilizing non-professional Indians to work in the areas of teacher aides, tutors, councelors and interns, etc. to bring about needed Indian awareness to attain the full potential of the American Indian for the educational success of the Indian and non-Indian students.

The development of para-professional programs is the means by which we recognize a vast, untapped resource of knowledge. It is not difficult to realize that many Indian people are experts in their history and culture by the mere fact that they have lived their lives in traditional ways. We also realize that as counselors another Indian is in a better position to understand the problems and thoughts of an Indian student, thereby providing better advice and supportive services to the students. Para-professional programs will then provide the background and training which will fulfill the kinds of requirements which public schools require for their staff. These programs can provide the desired credentials insisted upon by school boards and also satisfies the desire of the Indian community to utilize their own valued community people.

Indian para-professional persons employed within a school system provides stability, identification, and a positive image to Indian students in that

system. Because of cumulative experience and training, services of such persons become professional in nature.

Resulting from the value of this untapped resource it should follow that the status of the native para-professional be elevated to the position of an accredited instructor in the field of Indian education.

Central Depository: In providing the LEA's with the necessary materials on the North American Indian (print and non-print), there is a demand to create a more relevant picture. This view of a rich heritage in the development, researching, collection and dissemination processes can be the responsibility of respective school library programs and teachers with the Indian people. In accessibility of adequate records and accounts of the native American the LEA's will be a contributing factor in the cultural preservation.

Section II

The Department of Public Instruction includes consultants who are recognized as having the expertise to develop and administer a program of financial assistance and consultative services to selected school districts to assist these districts in providing educational opportunities and a learning environment for Indian pupils which will make it possible for these children to achieve a harmonious living relationship between the dominate culture and the culture of the Wisconsin Indians so that all students can enjoy better living based on the wisdom of centuries of co-existence between man and man and between man and nature.

1. Positions are needed to:

   coordinate Indian awareness programs and curriculum within all educational institutions in the state

   promote understanding between Indian and non-Indian people

   facilitate the in-service training of educational personnel in a complete Indian awareness program

   be the spokesman and advocate within the state department of education for Indian students and parents

   establish the necessary criteria for the certification of teachers for Indian children

   inform the state legislature about the needs of Indian education in the state

This position can best be served by American Indians who will be able to devote full-time to Indian education concerns. These concerns are vital to the future of the American Indian in this society today.

INDIAN PHILOSOPHY

You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles, and everything tries to be round. In the old days when we were a strong and happy people, all our power came to us from the sacred hoop of the nation, and so long as the hoop was unbroken, the people flourished. The flowering tree was the living center of the hoop, and the circle of four quarters nourished it. The east gave peace and light, the south gave warmth, the west gave rain, and the north with its cold and mighty wind gave strength and endurance. This knowledge came to us from the outer world with our religion. The sky is round, and I have heard that the earth is round like a ball, and so are the stars. The wind in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both always come back again to where they were. The life of men is a circle from childhood to childhood, and so it is in everything where power moves. Our tepees were round like the nests of birds, and these were always set in a circle, the nation's hoop, a nest of many nests, where the Great Spirit meant for us to hatch our children.

But the Wasichus (whitemen) have put us in these square boxes. Our power is gone and we are dying, for the power is not in us any more. You can look at our boys and see how it is with us. When we were living by the power of the circle in the way we should, boys were men at twelve or thirteen years of age. But now it takes them very much longer to mature.

Well it is as it is. We are prisoners of war while we are waiting here. But there is another world.

Black Elk